DOCUMENT RESUME

ED 075 529 UD 013 478

AUTHOR	Neyman, Clinton A., Jr.
TITLE	Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71. Final Report.
INSTITUTION	George Washington Univ., Washington, D.C. Social Research Group.
SPONS AGENCY	District of Columbia Public Schools, Washington, D.C.
PUB DATE	Nov 72
NOTE	357p.
EDRS PRICE	MF-$0.65 HC-$13.16
DESCRIPTORS	*Compensatory Education Programs; Disadvantaged Youth; Economically Disadvantaged; Elementary School Students; *Inservice Teacher Education; Private Schools; *Program Evaluation; Public Schools; *Reading Programs; Reading Readiness; Secondary School Students
IDENTIFIERS	*District of Columbia; Elementary Secondary Education Act Title I; ESEA Title I

ABSTRACT

The overall objectives of the 1971-72 Title I, Elementary Secondary Education Act program were: to raise reading and mathematics achievement level one year and five months; to reinforce, enrich, and extend skill mastery through integration of the special subject areas; to broaden the experiential backgrounds of the children; to recognize and accept the values and contributions of each subject to reading and mathematics; and, to increase teacher competency. Forty elementary schools and nine junior high schools were selected as Title I target schools based upon an economic index. To these were added nine elementary schools that had received Title I services during the 1970-71 school year. In the public schools, the students "identified" for the purpose of participating in the Title I program were those in the first, second, third and seventh grades, whose test scores on the Fall 1971 citywide tests placed them at or below the fiftieth percentile of the D.C. school students in these grades in either reading total or mathematics total grade equivalent score; or, in the case of the first grade, in the reading readiness percentile rank. In the eight nonpublic schools, identified students were selected from only those students in grades one through eight who lived within the attendance areas of public Title I schools and who fell below the citywide median in their test scores in reading or mathematics. (Author/JM)

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EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1970-71

Final Report

Government of the District of Columbia
Contract NS-72314

Submitted to:
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Public Schools of the District of Columbia

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Washington, D.C.

November 1972

UD 013478

EVALUATION OF ESEA TITLE I PROGRAM
FOR THE DISTRICT OF COLUMBIA, 1971-72

Abstract

OBJECTIVES OF THE PROGRAM

The overall objectives of the 1971-72 Title I program, as stated in the Plan of Operation, ESEA Title I, FY1972, Department of Federal Programs, D.C. Public Schools, for the full school year were, in brief:

- To raise reading and mathematics achievement level one year and five months.
- To reinforce, enrich, and extend skill mastery through integration of the special subject areas.
- To broaden the experiential backgrounds of the children.
- Secondary objectives included:
    - To recognize and accept the values and contributions of each subject to reading and mathematics.
    - To increase teacher competency in learning diagnosis, prescriptive teaching, individualization of instruction, organizing the classroom for learning, discriminatory selection and efficient use of materials and resources such as workshops, resource people, parents and community persons, outside consultants, professional materials, etc.

These objectives remained in effect during the 1971-72 school year even though the program did not officially start until the second semester of the year. It was not reasonable to expect, however, that the objective of raising reading and mathematics achievement levels by a year and five months would be attainable in that short time.

DESCRIPTION OF THE TARGET POPULATION

Forty elementary schools and nine junior high schools were selected as Title I target schools based upon an economic index combining the number of free lunches, Aid to Dependent Children families, and families in public housing. To these were added nine elementary schools that had received Title I services during the 1970-71 school year which had not been included in the forty schools selected above. Also included as Title I target schools were eight non-public schools that drew their student population from the Title I public school areas.

In the public schools, the students "identified" for the purpose of participating in the Title I program were those in the first, second, third, and seventh grades whose test scores on the Fall 1971 citywide tests placed them at or below the 50th percentile of the D.C. school students in these grades in either reading total or mathematics total grade equivalent score; or, in the case of the first grade, in the reading readiness percentile rank. In the eight non-public schools, identified students were selected from only those students in grades one through eight who lived within the attendance areas of public Title I schools and who fell below the citywide median in their test scores in reading or mathematics.

The result was as follows:

	Enrollment (3/2/72)	N Identified	% Identified
Grade 1	4,795	2,962	61.8
2	4,347	3,128	72.0
3	4,334	3,405	78.6
Total Elementary	13,476	9,495	70.5
Grade 7	3,863	2,681	69.4
Total Public	17,339	12,176	70.2
Non-Public (grades 1-8)		639	
Total Title I		12,815	

BASIS FOR THE EVALUATION

The statistical evaluation measured change in student performance in reading and mathematics at the second-, third-, and seventh-grade levels, between September 1971 and June 1972. A matched sample of students with both tests was used, and the gains of these students were related to student characteristics obtained from subjective evaluations by classroom teachers and Pupil Personnel Teams. To facilitate comparisons within academic ability levels as measured by the tests, the sample was further divided into quartiles based upon the citywide distribution in each grade, the lowest two quartiles corresponding to the identified student population.

Other aspects of the program not directly related to student gain in test performance have been evaluated by means of conferences, interviews, and observations by the evaluation team, and the analysis of responses to questionnaires filled out by various personnel involved in the Title I program.

FINDINGS AND CONCLUSIONS

.. The median grade equivalent scores for Title I students in reading total increased as follows:

2nd grade - 1 year
3rd grade - 1 year
7th grade - 1 year, 3 months

.. The median grade equivalent scores for Title I students in mathematics total increased during the school year as follows:

2nd grade - 9 months
3rd grade - 9 months
7th grade - 1 year, 4 months

.. When the Title I students were divided into fourths by ability levels based upon their September 1971 test scores, the students in the bottom fourth (corresponding to the bottom half of the identified student population) gained more than in any other fourth. The average gains in this lowest quartile were as follows:

	Reading	Mathematics
2nd grade -	1 year, 2 months	1 year, 1 month
3rd grade -	1 year, 4 months	1 year, 7 months
7th grade -	1 year, 3 months	1 year, [illegible] months

.. There was considerable variability within grades as to how much the students gained or lost. In general, between 44% and 66% of the students in each grade gained at least a half year more than the expected one month per month of instruction. On the other hand, between 20% and 35% of the students in each grade scored less than expected by three months or more.

.. Only 21% of first graders, 40% of second graders, and 33% of third graders were using reading instructional materials at or above their grade levels.

.. There were 30% of the second graders and 13% of the third graders who were still using reading instructional materials at the primer or lower levels.

.. Severe behavioral problems were reported for 11% of the identified and 7% of the non-identified students. More were boys than girls.

.. Severe communication problems were reported for 10% of the identified and 6% of the non-identified students. More were boys than girls.

.. There were 18% of the first-grade students, 13% of the 2nd-grade students, and 12% of the third-grade students repeating the grade. These percentages appear to have increased slightly since the 1968-69 school year.

.. There were 14.5% of the identified students and 12.6% of the non-identified students who were absent 20 days or more between September 1971 and March 1972. The percentages decreased with grade level (18%, 12%, and 11% for the first, second, and third grades, respectively).

.. Teacher evaluations of their students' priority for Title I assistance did not agree very well with the use of test scores to determine identified students for Title I treatment. There were 16% of the identified students judged by their classroom teachers as needing very low or no assistance, while there were 18% of the non-identified students who were judged to require the highest or middle priority Title I assistance.

.. There was a positive correlation between favorable teacher ratings of student characteristics on the Student Evaluation Form and gains in reading and mathematics scores, independent of the scores at which they started; in other words, in every quartile of test scores.

.. Pupil Personnel Teams reported an average of 21 contacts with or concerning each student in their caseload. For boys, these divided roughly into nine with the student himself, four with his family, one community contact concerning him, and seven contacts with school or Title I personnel. For girls, there were ten contacts with the student herself, four with her family, one community contact, and six with school or Title I personnel. The average number of contacts increased with grade level in the primary grades, but decreased in the seventh grade. There was very little difference in the types of contacts made for boys or for girls.

.. Analysis of questionnaire responses of instructional coordinators, reading resource teachers, mathematics resource teachers, principals, classroom teachers, instructional aides, health aides, Pupil Personnel workers and aides, speech correctionists, and others, reveals that:

- .. More gain could have been expected had the program started in September.
- .. Much progress was made in organization and indoctrination of the various staff members which would be beneficial next year.
- .. Many constructive suggestions were made at every level for the improvement of the program.
- .. Many staff members found the program challenging and the results positive.

RECOMMENDATIONS

As a result of this study it is recommended:

1. That the Title I program continue to utilize the "learning center" concept through the use of a saturated learning environment in which all school activities are focused upon improvement in reading and mathematics skills, as in the plan for the 1971-72 school year.

2. That the cluster concept for grouping schools be continued, and that more authority be given to the Title I instructional coordinators to adapt the program within the clusters to the particular needs of the students in these schools.

3. That the use of reading and mathematics resource teachers within each Title I school be continued and that the skills of these teachers be strengthened by both workshops and in-service training, and that definite steps be taken to insure that successful ideas and procedures be communicated from one area to another.

4. That the number of aides be increased with the ultimate objective of providing one instructional aide for each Title I teacher.

5. That instructional aides be given training through workshops, in-service training, or in special summer programs, to increase their usefulness in the classroom. Part of this training should include both the aides and the teachers, to promote better teamwork in the classroom.

6. When the method of designating identified students is based upon test scores, some provision should be made for including all students who are repeating the grade, regardless of their test scores, as well as those who are two years or more older than their normal age for grade, based upon entry into the first grade during the year in which their sixth birthday occurred.

7. Because the evaluation of educational programs within the D.C. schools depends to a great extent upon knowing the characteristics of the student population, it is strongly recommended that a positive citywide system for storing and maintaining student information, such as the "Evaluation System" of the Department of Research and Evaluation, be supported and fully implemented. While the present system of assigning testing numbers to students' test booklets used in machine scoring assists somewhat in assembling information about students, there is no system-wide computer-based source of such basic student information as sex, date of birth, grade, school attended, etc. An adequate data base is necessary in order to establish comparison groups, discern trends, and to supply a reliable basis for educational decisions.

8. Because parent and community participation has long been recognized as an important consideration in the improvement of the educational opportunities of Title I students, it is recommended that the interchange of information between the classroom teacher and the Pupil Personnel workers and aides be facilitated. Not only is it important that the Pupil Personnel Teams be aware of the educational problems that the teacher sees in the classroom but also, through their contacts with the parents and the homes, they should make every attempt to bring about more parent participation with the school and the teacher. Some adjustments in the working hours of some Team members might be beneficial to increase the number of Team contacts with parents, as approximately half of the identified students have only one parent in the home.

9. Many of the principals, teachers, and other Title I personnel have made constructive suggestions for the improvement of the Title I program. These suggestions should be considered in detail by the Title I administrators and by members or a committee of the Citywide Advisory Council. A summary of these suggestions is contained in the Appendix to this report.

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ACKNOWLEDGMENTS

The George Washington University evaluation staff would like to express its appreciation to each teacher, principal, teacher aide, administrator, and other staff member of the District of Columbia public schools and the participating non-public schools, for their untiring and enthusiastic cooperation in the data-gathering and evaluation of the 1971-72 Title I program.

The staff would like to thank Dr. Mildred P. Cooper, Assistant Superintendent for Research and Evaluation, and the members of her staff, particularly Dr. Josephina Ordonez and Mr. Earl Hunter, for their guidance, support, and help with many aspects of the data gathering and evaluation.

We would also like to acknowledge the invaluable assistance of the Title I Program staff. This includes Dr. James T. Guines, Assistant Superintendent for Instructional Services, Mrs. Anne Pitts, and Mrs. Mabel Brice, as well as their many able assistants and other staff members.

The Automated Information Systems Department of the D.C. public schools, under the direction of Mr. Junius McCain and his assistants, Mr. John Jackson and Mr. Joseph Robinson, aided greatly in the evaluation, particularly through their help in processing test score information needed in the evaluation.

The Department of Pupil Personnel Services, under Dr. Wilbur A. Millard* and his assistant, Mr. Gary Freeman*, also contributed greatly to the evaluation, not only through the cooperation of his Title I liaison officer, Mr. Thomas Kelly, and the Pupil Personnel Services staff, but also the Pupil Appraisal Division under Mr. Robert Farr and his assistant, Mrs. Evelyn Ehrman, who provided information and assistance in many aspects of the standardized testing program.

Considerable support and guidance in the evaluation were provided by the Department of Federal Programs, directed by Mr. Harris Taylor and assisted by Mrs. Frances Watts, administrator for the Title I Program.

The contributions of the George Washington University Computer Center staff and of Mr. J. Robert Hamilton, programmer, are also gratefully acknowledged.

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*Dr. Millard is presently General Assistant to the Superintendent of Schools, and Mr. Freeman is now Acting Assistant Superintendent for Pupil Personnel Services.

The Title I Evaluation Advisory Committee, consisting of Dr. John T. [illegible], Dr. Phillip H. DuBois, Dr. Warren G. Findley, Dr. Gordon N. Mackenzie, and Dr. Dean K. Whitla, for the sixth year provided invaluable expertise in the planning and implementation of the technical details of the evaluation.

The members of the George Washington University evaluation staff who contributed to the evaluation were: Mrs. Ann M. Riordan, Field Director; and Miss Lilian D. Jokl, Miss Shelia High, and Miss Sherone E. Ivey, research assistants; who carried out the major part of the field work required for the project, including the design, distribution, and collection of the data-gathering instruments, observation of program activities, and interviews and conferences with all levels of persons involved in the program, and in the preliminary aspects of the analysis of these data. Contributions were also made by three research assistants who were with the project only a short time: Mrs. Lucy Ifill, Mr. William Burr, and Mr. Wyatt Mitchell, as well as by Miss Deborah Pomerance, who assisted with the data processing and analysis. Other staff members who also contributed to the evaluation were: Mr. Harold F. Wells and Mr. Brady M. Jackson, Jr., in the mimeographing, collating, and many other services necessary for the operation of the project; and Mrs. Lana Sokol, typist, Miss Kate Benjamin, clerk-typist, and Miss Sue Felsher, clerk, as well as several other temporary clerks.

Particular acknowledgment is made of the invaluable contributions of Mrs Louise O. Umstott, who not only assisted in all the many details of producing the report, but also aided in many phases of the analysis, editing, and writing of the report.

Chapter 1

1.000 OVERVIEW

1.100 HISTORY OF TITLE I IN THE D.C. SCHOOLS

Title I of the Elementary and Secondary Education Act of 1965 provides funds for compensatory educational programs in areas of concentrations of low-income families. Based on the needs of the educationally deprived children of these families in the District of Columbia, the Title I-funded programs in the D.C. schools have covered a wide scope of activities, in a varying number of schools and benefitting a differing number of children each year since 1966:

Year	Number of Schools	Number of Children
1966-67	77	55,400
1967-68	95	70,000
1968-69	36	21,000
1969-70	35	19,000
1970-71	34	18,400
1971-72	65 (grades 1, 2, 3, 7)	14,300

Descriptions of the Title I programs can be found in the annual evaluation reports.* A summary of each of these reports is attached at the end of this report (blue pages).

Evaluative information has been collected on students in D.C. Title I target schools and recorded on computer tape, resulting in a master directory containing a tremendous data bank. A summary of the kinds of data available on tape can be found on pages 1-2, 1-3, and 1-4 of the report "Evaluation of Title I Programs for the District of Columbia, 1970-71."

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*"Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967" - December 1967
"Evaluation....., Summer 1967" - March 1968
"Evaluation....., 1967-68" - May 1969
"Evaluation....., 1968-69" - December 1969
"Evaluation....., 1969-70" - November 1970
"Evaluation....., Summer 1970" - December 1970
"Evaluation....., 1970-71" - December 1971
"Evaluation....., Summer 1971" - December 1971

1.200 TITLE I PROGRAM FOR 1971-72

During the 1971 summer Title I program a "learning center" concept, involving a saturated learning environment, showed promising results in improved student performance in both reading and mathematics, based on approximately 2500 students who attended the six-week summer session in 14 learning centers.* Many of the summer concepts and thrusts were included in the 1971-72 winter plans for the Title I program in 65 schools (46 elementary, 11 secondary, and 8 non-public).

In an effort to match the level of achievement of students during the summer of 1971, the decision was made to limit the 1971-72 program to "identified" students (discussed later in this report) in grades 1, 2, 3, and 7 in the public schools and grades 1 through 8 in the non-public schools, totalling approximately 14,300 students (11,000 elementary, 2700 secondary, and 600 non-public). The focus of the program was to attempt to remedy retardation in reading and mathematics, with coordination of all program elements into these areas.

1.210 Objectives

The overall objectives as stated in the Plan of Operation, ESEA Title I, FY 1972, Department of Federal Programs, D.C. Public Schools, for the full school year were, in brief:

.. To raise reading and mathematics achievement level one year five months.

.. To reinforce, enrich, and extend skill mastery through integration of the special subject areas.

.. To broaden the experiential backgrounds of the children.

.. Secondary objectives to include:

  .. To recognize and accept the values and contributions of each subject to reading and mathematics.

  .. To increase teacher competency in such aspects as learning diagnosis, prescriptive teaching, individualization of instruction, organizing the classroom for learning, discriminatory selection and efficient use of learning materials, etc., and in the use of resources such as workshops, resource people, parents and community persons, outside consultants, professional materials, etc.

These goals and objectives are discussed in more detail in the Plan of Operation referred to above.

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* See report entitled: "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1971" - December 1971.

1.220 Delay in Implementing the 1971-72 Program

For various reasons, the regular Title I program was not approved by the District of Columbia School Board until the middle of December. The establishment of selection criteria and the actual selection of the target schools plus the freezing of funds in the entire school system caused further delays, so that, even though much preliminary staff work had been done preparatory to the commencement of the program, it was not possible to hire the additional Title I personnel or to make shifts in personnel to implement the program before the first of March.

1.230 The Target Schools

In accordance with the U.S. Office of Education guidelines, the Title I schools were designated using an economic index as indicated by the variables: Free Lunch, Aid to Dependent Children, and Public Housing.* The information for each school in the public school system was accumulated, and the three factors weighted 60%, 20%, and 20%, respectively. After the composite was obtained, the schools were placed in rank order, separately for elementary and junior high schools. The first 40 schools on the elementary list were designated as Title I schools. To these were added 9 schools which had been receiving services during the 1970-71 school year, bringing the number of elementary schools to 49. Approximately one-third of these had been receiving Title I services since 1966.

Junior high schools were selected using the same criteria as for elementary schools. Of the 11 chosen to receive Title I support, 4 had been receiving this support since 1966.

The schools which were selected to receive Title I services for the 1971-72 school year are shown in Table 1 (next page).

1.240 Identified Students

1.241 Criteria for Designation as "Identified"

During the 1971-72 school year the basis for designating "identified" students for the purpose of participation in Title I programs was completely changed from that of previous years. It was decided that Title I efforts would be confined to the first, second, third, and seventh grades, and in these four grades, confined to those students whose scores on the citywide administration of the California Test Battery (in September 1971) were at or below the citywide median for that grade in either reading

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* "Selection of ESEA, Title I Target Areas (October 1971)" - Prepared by Division of Planning, Research and Evaluation, 10/71.

Table 1

TITLE I SCHOOLS, 1971-72 AND EACH YEAR SINCE TITLE I INCEPTION

School	1971-1972	1970-1971	1969-1970	1968-1969	1967-1968	1966-1967	School
ELEMENTARY SCHOOLS							
Aiton	X				X	X	Aiton
Amidon	X				X		Amidon
Birney	X				X	X	Birney
Blair (See Ludlow-Taylor)					X	X	Blair
Blow					X	X	Blow
Bowen					X		Bowen
Brent					X	X	Brent
Bruce	X						Bruce
Bryan					X	X	Bryan
Buchanan					X	X	Buchanan
Bundy	X	X	X	X	X	X	Bundy
Burrville					X	X	Burrville
Carver	X						Carver
Cleveland	X	X	X	X	X	X	Cleveland
Cook, J.F.	X	X	X	X	X	X	Cook, J.F.
Crummell and Annex	X				X		Crummell and Annex
Draper	X				X		Draper
Drew	X				X		Drew
Eckington	X				X	X	Eckington
Edmonds	X	X	X	X	X	X	Edmonds
Emery					X	X	Emery
Garrison	X	X	X	X	X	X	Garrison
Giddings	X				X	X	Giddings
Goding	X	X	X	X	X	X	Goding
Grimke	X	X	X	X	X	X	Grimke
Harris	X						Harris
Harrison	X	X	X	X	X	X	Harrison
Hayes			X	X	X	X	Hayes
Houston					X		Houston
Kenilworth	X				X	X	Kenilworth
Langston (See Slater-Langston)				X	X	X	Langston
Lenox	X				X		Lenox
Lenox Annex					X	X	Lenox Annex
Lewis	X	X	X	X	X	X	Lewis
Logan	X	X	X	X	X	X	Logan
Lovejoy					X	X	Lovejoy
Ludlow (See Ludlow-Taylor)			X	X	X	X	Ludlow
Ludlow-Taylor (-Blair)	X	X					Ludlow-Taylor
Madison	X	X	X	X	X	X	Madison
McGogney	X						McGogney
Meyer	X				X		Meyer
Miner					X	X	Miner
Monroe					X		Monroe
Montgomery	X	X	X	X	X	X	Montgomery
Morgan	X						Morgan

Table 1 (Continued)

School	1971-1972	1970-1971	1969-1970	1968-1969	1967-1968	1966-1967	School
ELEMENTARY SCHOOLS (Continued)							
Morse		X	X	X	X	X	Morse
Mott	X	X	X	X	X		Mott
Nalle	X						Nalle
Nichols Avenue					X	X	Nichols Avenue
Park View					X	X	Park View
Perry (See Simmons-Perry)		X	X	X	X	X	Perry
Pierce					X	X	Pierce
Plummer	X						Plummer
Richardson	X				X		Richardson
Seaton (See Note)	X	X	X	X	X	X	Seaton
Shadd					X		Shadd
Simmons (See Simmons-Perry)		X	X	X	X	X	Simmons
Simmons-Perry	X						Simmons-Perry
Slater (See Slater-Langston)				X	X	X	Slater
Slater-Langston	X	X	X				Slater-Langston
Smothers					X	X	Smothers
Sumner	X						Sumner
Syphax	X				X	X	Syphax
Taylor (See Ludlow-Taylor)			X	X	X	X	Taylor
Thomas					X	X	Thomas
Thomson					X	X	Thomson
Tubman	X						Tubman
Turner	X				X		Turner
Tyler	X				X	X	Tyler
Van Ness	X				X	X	Van Ness
Walker-Jones	X	X	X	X	X	X	Walker-Jones
Watkins	X				X	X	Watkins
Weatherless	X						Weatherless
Wheatley					X	X	Wheatley
Wilson, J.O.	X	X	X	X	X	X	Wilson, J.O.
JUNIOR HIGH SCHOOLS							
Banneker					X	X	Banneker
Douglass	X				X		Douglass
Eliot					X	X	Eliot
Evans	X				X		Evans
Garnet-Patterson	X	X	X	X	X	X	Garnet-Patterson
Hamilton	X						Hamilton
Hine					X	X	Hine
Jefferson	X						Jefferson
Johnson	X						Johnson
Langley					X	X	Langley
Miller	X				X		Miller
Randall	X				X	X	Randall
Roper					X		Roper
Shaw	X	X	X	X	X	X	Shaw
Stuart	X	X	X	X	X	X	Stuart
Terrell	X	X	X	X	X	X	Terrell

Table 1 (Continued)

School	1971-1972	1970-1971	1969-1970	1968-1969	1967-1968	1966-1967	School
SENIOR HIGH SCHOOLS							
Cardozo		X	X	X	X	X	Cardozo
Dunbar		X	X	X	X	X	Dunbar
Eastern					X	X	Eastern
Spingarn					X		Spingarn
NON-PUBLIC SCHOOLS							
Holy Comforter	X				X	X	Holy Comforter
Holy Name	X	X	X	X	X	X	Holy Name
Holy Redeemer	X	X	X	X	X	X	Holy Redeemer
Immaculate Conception	X	X	X	X	X	X	Immaculate Conception
Our Lady of Perpetual Help					X	X	Our Lady/Perpet. Help
Sacred Heart					X	X	Sacred Heart
St. Benedict the Moor					X	X	St. Benedict
St. Martin's	X	X	X	X	X	X	St. Martin's
Sts. Paul and Augustine	X	X	X	X	X	X	St. Paul & Augustine
St. Peter's					X	X	St. Peter's
St. Theresa					X	X	St. Theresa

Notes: Seaton Elementary - school replaced in 1969-70 school year in a different area.

or mathematics on the grade equivalent scale. In the first grade, the Metropolitan Readiness Test results were used. The cutoff points were as follows:

	Reading Total	Mathematics Total
Grade 2	1.7 (G.E.)	1.6 (G.E.)
Grade 3	2.5 (G.E.)	2.6 (G.E.)
Grade 7	5.0 (G.E.)	5.0 (G,E.)
Grade 1	51 (Readiness score)	

1.242 Number of Identified Students

The number of identified students by school and grade, and the corresponding percentage of the total enrollment, are shown in Table 2 (next page). This table shows that there were 17,339 students in grades 1, 2, 3, and 7 of the public Title I schools and that 12,176 (70.2%) of them scored at or below the median (and were therefore "identified") as compared with other D.C. school students in the same grade. The proportion of students within each grade found to be identified was:

Grade 1	62.4% identified
Grade 2	70.7% identified
Grade 3	78.7% identified
Grade 7	69.4% identified

Table 2 shows that the percentage of identified students varied considerably among the elementary schools, from a high of 91.3% identified in Grimke to a low of 36.2% in J.F. Cook. In the junior high schools the highest percentage was found in Garnet-Patterson (80.7%) and the lowest in Shaw (48.0%).

1.243 Classroom Distribution

A problem arose for the classroom teacher in dealing with both identified and non-identified students within her room since approximately 20 of the 30 students in an average classroom were identified. In the low percentage schools (36%) this might be 11 identified to 19 non-identified, and in the high percentage schools (80%) possibly 24 identified to 6 non-identified students. The averages by grades overall were as follows:

	Identified	Non-Identified
Grade 1	Average N = 18	Average N = 12
Grade 2	20	10
Grade 3	23	7
Grade 7	21	9

Table 2

NUMBER AND PERCENTAGE OF IDENTIFIED STUDENTS, BY SCHOOL AND GRADE

	Enrollment*				Identified Students							
	Gr.1	Gr.2	Gr.3	Total	Grade 1		Grade 2		Grade 3		Total	
	N	N	N	N	N	%	N	%	N	%	N	%
Alton	117	98	107	322	77	65.8	75	76.5	82	76.6	234	72.7
Amidon	-	-	214	214	-	-	-	-	163	76.2	163	76.2
Birney	135	136	129	400	72	53.3	76	55.9	93	72.1	241	60.2
Bruce	44	46	43	133	25	56.8	42	91.3	29	67.4	96	72.2
Bundy	49	44	48	141	38	77.6	38	86.4	45	93.8	121	85.8
Carver	37	32	46	115	34	91.9	24	75.0	42	91.3	100	87.0
Cleveland	39	37	40	116	15	38.5	29	78.4	34	85.0	78	67.2
Cook, J.F.	160	131	132	423	48	30.0	51	38.9	54	40.9	153	36.2
Crummell	61	61	60	182	52	85.2	51	83.6	52	86.7	155	85.2
Draper	209	168	147	524	121	57.9	104	61.9	122	83.0	347	66.2
Drew	160	158	165	483	110	68.8	130	82.3	132	80.0	372	77.0
Eckington	31	36	35	102	31	100.0	25	69.4	27	77.1	83	81.4
Edmonds	24	29	31	84	12	50.0	27	93.1	28	90.3	67	79.8
Garrison	141	122	109	372	83	58.9	89	73.0	77	70.6	249	66.9
Giddings	40	46	68	154	34	85.0	39	84.8	58	85.3	131	85.1
Goding	102	102	80	284	64	62.7	66	64.7	72	90.0	202	71.1
Grimke	52	47	39	138	45	86.5	42	89.4	39	100.0	126	91.3
Harris	137	109	128	374	75	54.7	68	62.4	101	78.9	244	65.2
Harrison	60	59	58	177	33	55.0	33	55.9	33	56.9	99	55.9
Kenilworth	113	104	87	304	78	69.0	92	88.5	78	89.7	248	81.6
Lenox	38	39	40	117	37	97.4	28	71.8	38	95.0	103	88.0
Lewis	74	80	84	238	41	55.4	61	76.2	56	66.7	158	66.4
Logan	100	64	77	241	62	62.0	60	93.8	76	98.7	198	82.2
Ludlow-Taylor	122	105	130	357	72	59.0	77	73.3	114	87.7	263	73.7
Madison	22	27	29	78	18	81.8	22	81.5	29	100.0	69	91.0
McGogney	193	189	191	573	110	57.0	132	69.8	157	82.2	399	69.6
Meyer	194	151	140	485	130	67.0	118	78.1	122	87.1	370	76.3
Montgomery	80	58	85	223	64	80.0	46	79.3	69	81.2	179	80.3
Morgan	105	82	79	266	52	49.5	59	72.0	68	86.1	179	67.3
Mott	81	89	94	264	21	25.9	59	66.3	92	97.9	172	65.2
Nalle	169	136	142	447	80	47.3	126	92.6	109	76.7	315	70.5
Plummer	104	125	136	365	51	49.0	58	46.4	74	54.4	183	50.1
Richardson	100	110	109	319	69	69.0	65	59.1	86	78.9	220	69.0
Seaton	106	94	90	290	64	60.4	54	57.4	67	74.4	185	63.8
Simmons	106	106	96	308	65	61.3	84	79.2	75	78.1	224	72.7
Slater-Langston	62	78	73	213	22	35.5	57	73.1	59	80.8	138	64.8
Sumner	20	21	21	62	13	65.0	16	76.2	16	76.2	45	72.6
Syphax	246	217	-	463	157	63.8	156	71.9	-	-	313	67.6
Thomson	90	73	62	225	52	57.8	27	37.0	27	43.5	106	47.1
Tubman	179	156	128	463	124	69.3	128	82.1	88	68.8	340	73.4
Turner	191	182	145	518	103	53.9	121	66.5	114	78.6	338	65.2
Tyler	117	108	106	331	105	89.7	92	85.2	94	88.7	291	87.9
Van Ness	89	71	65	225	71	79.8	57	80.3	51	78.5	179	79.6
Walker-Jones	87	75	89	251	55	63.2	56	74.7	78	87.6	189	75.3
Watkins	116	91	89	296	73	62.9	65	71.4	73	82.0	211	71.3
Weatherless	148	118	144	410	89	60.1	109	92.3	109	75.6	307	74.9
Wilson, J.O.	145	137	124	406	115	79.3	94	68.6	103	83.1	312	76.8
TOTAL	4795	4347	4334	13,476	2962	61.8	3128	72.0	3405	78.6	9,495	70.5

Note: Bowen and Perry, which are Title I schools, have grades 5 and 6 only.

*Enrollment figures are from D.C. Schools Department of Automated Information Systems, Statistical Office, as of 2 March 1972.

Table 2
(Continued)

	Enrollment				Identified Students							
	Gr.1	Gr.2	Gr.3	Total	Grade 1		Grade 2		Grade 3		Total	
	N	N	N	N	N	%	N	%	N	%	N	%
Old Schools	1590	1457	1479	4,526	919	57.8	1023	70.2	1171	79.2	3,113	68.8
New Schools	3205	2890	2855	8,950	2043	63.7	2105	72.8	2234	78.2	6,382	71.3
TOTAL	4795	4347	4334	13,476	2962	61.8	3128	72.0	3405	78.6	9,495	70.5

Note: The "New Schools" are those added during the 1971-72 school year.

JUNIOR HIGH SCHOOLS -- Grade 7 only

	Enrollment	Identified Students	
	N	N	%
Douglass	385	271	70.4
Evans	439	336	76.5
Garnet-Patterson	192	155	80.7
Hamilton	480	335	69.8
Jefferson	253	153	60.5
Johnson	455	327	71.9
Miller	428	290	67.8
Randall	322	251	78.0
Shaw	392	188	48.0
Stuart	254	183	72.0
Terrell	263	192	73.0
TOTAL	3863	2681	69.4

TOTALS -- ALL TITLE I SCHOOLS -- Grades 1, 2, 3, and 7 only

	Enrollment	Identified Students	
	N	N	%
TOTAL	17,339	12,176	70.2

1.244 Sex Distribution of Identified Students

There were more boys than girls in the Title I elementary schools (52% and 48%, respectively), and there were more identified boys than identified girls (54% and 46%), as shown in the tabulation below (this distribution was not reported for the junior high schools):

Elementary	Identified N	Identified %	Non-Identified N	Non-Identified %	Total N	Total %
Boys	4156	53.9	1888	48.9	6044	52.2
Girls	3557	46.1	1970	51.1	5527	47.8
Total	7713	100.0	3858	100.0	11571	100.0

This is a statistically significant difference that could not happen by chance ($P < 0.1\%$).

When the boy/girl and identified/non-identified distribution is applied to the average 27-student classroom, then 10 of the 14 boys would be identified and 4 non-identified, and 8 of the 13 girls would be identified and 5 non-identified. When the class ratios are applied to a 27-student classroom, then the distribution would be as follows:

	First Grade			Second Grade			Third Grade		
	Identified	Non-Id.	Total	Identified	Non-Id.	Total	Identified	Non-Id.	Total
Boys	9	5	14	10	4	14	11	3	14
Girls	7	6	13	8	5	13	10	3	13
Total	16	11	27	18	9	27	21	6	27

1.300 EVALUATIVE PROCEDURES

1.310 Statistical Model

The evaluator's task of separating out the effects of the various components of the Title I program on any individual student, or even on any group of students, is a very difficult one. There are many forces acting upon Title I children, both in and out of school. Most of the forces from outside the school, even when known, are difficult if not impossible to measure. Many of these forces directly affect motivation and aspirations; some of them positively reenforce school learning while others are negative in their influence. Even those forces acting upon students in school are difficult to measure. Statistical control of experimental situations through the establishment of control groups is usually impossible in an operating situation. In the Title I program, not only were the effects of differential treatments due to teachers and schools unknown but there were a number of competing remedial programs within all of the target schools, both in and out of schools. It was therefore necessary to develop a statistical model, in which the effects of the Title I program on a student's performance in the classroom and his adjustments to the school situation could be measured by statistically holding constant as many variables as possible.

1.320 Statistical and Non-Statistical Information

The statistical evaluation used in the present analysis attempts to determine change in student performance between the administrations of the California Test Battery in September 1971 and in May 1972, and to relate these changes to the characteristics of the students as obtained from the subjective evaluations of their classroom teachers and the Pupil Personnel Teams.

In addition, there is a non-statistical evaluation based upon the information obtained from teachers, principals, instructional coordinators, reading and math teachers, and other types of personnel in the Title I program, concerning their observations about the program.

1.321 Title I Student Information Form (SIF)

The primary purpose of the Student Information Form was to obtain information concerning first-, second-, and third-grade students, both identified and non-identified, which would assist in determining the educational needs of the Title I target population. This form was distributed to the Title I public elementary and parochial schools in March. In addition to student identifying information, it contained only nine items, most of them the same as in the Student Identification and Evaluation Forms (SIEF's) of the preceding years' evaluations. The analysis of the data from the SIF will be found in Chapter 3 of this report. A copy of the form will be found in the Appendix at the end of this report.

1.322 Pupil Personnel Services Team Evaluation Form (PPF)

This form was used by the Pupil Personnel Team workers and aides to report their contacts with and evaluations of the students in their caseload, and was identical to the form used during the 1970-71 school year. A copy of the 1971-72 PPF will be found in the Appendix, and the analysis of the PPF information will be found in Chapter 3.

1.323 Citywide Testing Program

In September of this school year, as in the 1970-71 school year, the D.C. public schools administered the tests of the California Test Battery in reading and mathematics. The results of these tests for grades 2, 3, and 7 were used as a pretest in the present evaluation. The Metropolitan Readiness Test was given in the first grade in September. There were no citywide tests given in May 1972, but the California Test Battery reading and math tests were given in the Title I schools in grades 1, 2, 3, and 7, and the results of this testing are the basis for the posttest measure used in this evaluation.

1.324 Analysis of Statistical Information

This analysis, described more completely in a subsequent chapter of this report, seeks to compare the performance of identified versus non-identified students in Title I schools, and to relate academic progress (or lack of it) to the educational information on these students as provided by their teachers on the Student Information Form. Information was also available to compare the performance of students who were over age for grade with that of students at the normal grade for age. Limited information was also available for a comparison of students who had attended 1971 summer school. Regression techniques, analysis of covariance, or stratification of the samples was used to remove the effect of variables other than that of the variable being studied (gain in reading and math).

1.330 Processing the Data

There were four primary sources of data used for this evaluation, as discussed above. Matching of the data for statistical processing depended upon the use of a student identification number. Prior to this year, a six-digit student identification numbering system was used which had been developed primarily for the purpose of collecting information concerning Title I students, and had been agreed upon by the Division of Planning, Research and Evaluation, the Department of Automated Information, and the evaluation staff of the George Washington University. However, during the current school year, the identification number used was that obtained from the California Test Battery record tapes containing the results of the September 1971 citywide testing, which in turn was the number appearing on the student's answer sheet. (The number had originally been assigned as a student testing number during the 1970 school year to each student tested at that time.) Unfortunately, the identification of the test results depended upon the accuracy of the testing number on the student's answer sheet, and this proved to be quite low -- in one instance, where two sets of test results were being matched for approximately 9000 students, fewer than 1700 matches were obtained. Subsequent hand-matching based upon the name, sex, date of birth, school, and grade increased the number of matches to 6470, but the amount of clerical effort expended to obtain these matches was tremendous. A number of types of errors were found, such as:

> Errors in testing number - incorrect number used, error made in transcribing number, inadequately erased mistakes, spaces omitted within the number or two numbers marked in the same column.
>
> Errors in name - first name placed first rather than after the last name, mistakes in coding letters such as "I" for "L" or "Q" for "O", no space left between last and first name, inadequately erased letter found between names, extra space found between names, initials used for first names.
>
> Errors in date of birth and sex fields - date partly missing, day of month coded instead of year, current year coded instead of year of birth.

Another problem arose from the fact that the test booklets used by the California Test Bureau, both for the California Achievement Test (CAT) and the Comprehensive Tests of Basic Skills (CTB) had a very restricted space for recording the last, first, and middle names of the students in their optically scanned forms. In the CAT this was only 13 spaces, and in the CTB it was 14. Previous documents in Title I which recorded names usually allowed 21 spaces. If, for example, the last name had 10 letters in it (as in WASHINGTON) then with the CAT this allowed only 2 letters of the first name, and with the CTB only 3. If the sex indicator was omitted, it was not possible to determine it from the shortened first name. In addition, the CAT and CTB forms asked for only the month and year of birth and omitted the day, further limiting ways in which to match records.

Another difficulty in matching records was caused by the mobility of students within the Title I area, particularly when testing numbers were missing. Since there is no central repository or control point for numbers in the D.C. School System, it was impossible to obtain the correct number except from the cumulative record of each student in the individual schools, and this involved such a tremendous amount of clerical effort that it was decided to assign special numbers for this analysis when needed.

****

Chapter 2

2.000 EVALUATION OF PROGRAM OPERATION

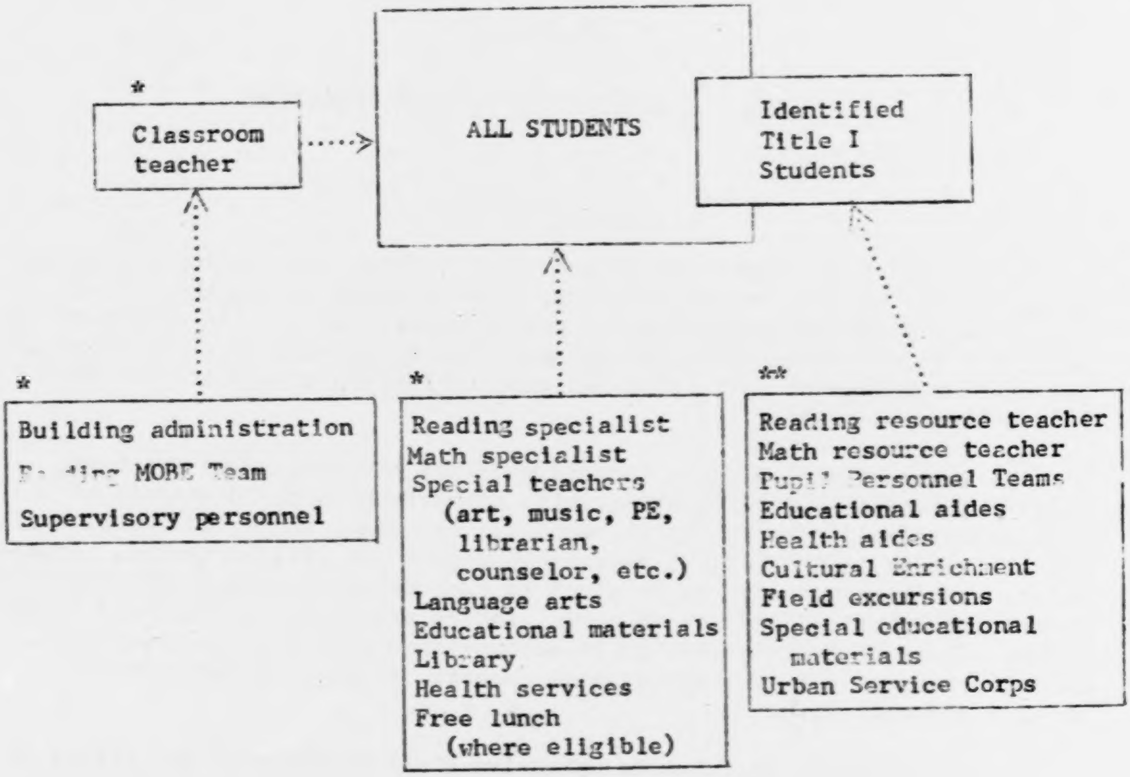
In an effort to attain the objective of raising the reading and mathematics skills of D.C. school students, Title I funds during the 1971-72 school year were used primarily for two purposes: to provide additional personnel in the selected target schools, and to provide program materials and staff development activities designed to improve the quality of the instructional services.

The instructional program focused upon the development of the basic skills of reading and mathematics, with emphasis upon the diagnosis of difficulties and prescription of remedial assistance on an individual basis. All activities in the Title I classrooms were to be skill-oriented. Appropriate attention was also to be given to such non-educational impediments to learning as physical and health needs, family problems, and food and clothing needs. These objectives were to be accomplished within an instructional climate that would foster and develop success, with an accent upon the child's individuality.

It was necessary to initiate extensive staff development activities to accomplish this ambitious program. The operation of the staff development aspects of the program was one of the primary responsibilities of the central Title I administrative staff, assisted by the instructional coordinators. It was the responsibility of the instructional coordinators to see that all the aspects of the program operated effectively within the school clusters, and to maintain liaison with the regular school operations.

It should be emphasized that one requirement listed in the ESEA Title I guidelines is that these services must be in addition to those regularly supplied by the school budget. The services supplied by Title I in addition to the regular services during the 1971-72 school year in the D.C. schools are shown graphically in Figure 1.

As discussed under the Evaluation Procedures section in Chapter 1, conferences, interviews, and observations were carried out by the evaluation team, and questionnaires distributed to the various categories of personnel involved in the Title I program. The evaluation contained in this portion of the report is based on information gained from these sources, and will be


*
Classroom teacher
ALL STUDENTS
Identified Title I Students
*
Building administration
Reading MORE Team
Supervisory personnel
*
Reading specialist
Math specialist
Special teachers (art, music, PE, librarian, counselor, etc.)
Language arts
Educational materials
Library
Health services
Free lunch (where eligible)
**
Reading resource teacher
Math resource teacher
Pupil Personnel Teams
Educational aides
Health aides
Cultural Enrichment
Field excursions
Special educational materials
Urban Service Corps

* Provided through regular school funds, shared equally by identified (Title I) and non-identified (regular) children.

** Provided through Title I funds, received by identified children only.

Figure 1. Personnel and services provided to D.C. school students in Title I schools, 1971-72 school year.

followed by a summary of the staff development activities, the two reading programs (McGraw-Hill and Categorical Sounds), and the observations of the school principals concerning the Title I program. The evaluations based upon an analysis of test scores will be found in a subsequent chapter.

The Title I program administratively was divided into three components: elementary schools, secondary schools, and non-public schools. The subjective evaluations of each of these divisions will be discussed separately in this chapter.

2.100 Elementary School Program

For administrative purposes, the 47 public elementary schools were divided into 14 groups or clusters, determined primarily by the geographic location of the schools and their relative size. The Title I services within each cluster were supervised by an instructional coordinator, and the overall plan called for the following Title I personnel for each school of each cluster (these were in addition to the regular school personnel):

- Reading resource teacher
- Mathematics resource teacher
- Instructional aides
- Health aides
- Pupil Personnel worker/aide team
- Speech correctionist (part time per school)

2.110 Instructional Coordinators

An instructional coordinator was assigned to each cluster of Title I schools, with the overall responsibilities for coordinating all phases of the program within each school and insuring that Title I services were given only to identified students.

Information from the questionnaire completed by the instructional coordinators at the end of the 1971-72 school year is summarized in the Appendix. Highlights from this questionnaire information are as follows:

The instructional coordinators saw their own areas of responsibility as providing leadership to the personnel in the instructional program in the cluster to insure that everything possible was being done to carry out the goals of the Title I program. Their primary activities included helping the Title I personnel get their program started, acting as liaison between school personnel and Title I administration, assisting with in-service workshops, maintaining various types of records, distributing information and supplies, contacting parents, etc.

As a result of certain problems encountered in carrying out their activities, the instructional coordinators recommended changes for improving the effectiveness of the program which included the following:

With regard to staff development - that a full day of released time for staff development would be more beneficial than one half-day, in order to permit more exposure to training in reading and math programs; that there be more workshops for instructional aides, and that their roles be defined more definitely; and that training in the use of special classroom materials be provided before rather than after the program is implemented.

With regard to communication - that there should be better communication between the school administrators and the Title I administrative staff, as well as between the heads of different groups - i.e., educational aides, Pupil Personnel workers, etc.

With regard to organization and administration - that local level Title I personnel should have more authority to make decisions; that the regular staff in each school should be made more aware of Title I operations; and that the size of some of the cluster units should be reduced.

It was suggested that an effort be made to enlist volunteer services to give individual attention to students with emotional problems.

2.120 Reading Resource Teachers

This teacher served as a major instructional resource person in reading to both teachers and identified Title I students. She had various functions, one of which was to work with small groups of children to develop, extend, and reinforce the basic skills in reading.

Originally the Title I plan called for reading resource teachers who were essentially classroom teachers with special qualifications in reading instruction. Because of the fact that the Title I program actually became operational in the middle of the school year, it would have seriously upset the Equalization Plan of the District of Columbia Public School Board* due to level of salary if the reading resource teacher positions had been fille by classroom teachers from the D.C. schools, so resource teachers were recruite from candidates who were completely new to the school system or who had served as substitute teachers. These new teachers were given a short intensive in-service training before they were assigned to schools.

Each Title I reading resource teacher (in some cases a misnomer since some of them were not in fact "resource" teachers) was asked to complete a detailed questionnaire which sought information concerning her qualifications and activities in the Title I program. The responses to the questionnaire are summarized in the Appendix to this report, and are highlighted as follows:

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*In accordance with order handed down by Judge Skelly Wright in Hobson vs. Hansen, Civil Action No. 82-66. D.C. School Board Equalization Plan, 12 August 1971.

A total of 38 elementary reading teacher questionnaires were returned, 18 of which were from old Title I schools and 20 from new ones. Six (16%) of the respondents had not taught before, 19 (50%) of them had had 1-5 years' experience, 6 (16%) had had 6-10 years' experience, 2 (5%) had had more than 16 years' experience, and 5 (13%) reported that they had had experience only as a substitute teacher.

Of the responding reading teachers, 33 (87%) had participated in workshops, 20 (53%) in in-service coursework, and 18 (47%) in staff development. Other types of training were indicated by 2 (5%) of the respondents. There appeared to be some difference in reporting among teachers as to the number of hours of the various types of training, since some teachers reported credit hours of coursework rather than total number of hours of training, and some indicated they had had workshop and staff development training but failed to state the number of hours. Consequently, no totals or averages based upon these data are given since they would not be accurate.

The reading teachers were asked how the workshops had assisted them or failed to assist them. The majority of the responses were positive, with 16 (42%) indicating that they had learned new methods, 18 (47%) indicating that they had made useful instructional aids for the children, and 15 (39%) indicating that the workshops afforded them an opportunity to exchange ideas. Several teachers indicated that they felt the workshops were lengthy or irrelevant.

There were widespread differences in the total number of children in the teachers' workload, ranging from 21 to 250 (median 50), and no uniformity in the number of times a week the teachers worked with the same students - 6 (16%) indicated they worked with each student twice a week; 4 (11%) reported seeing each student three times a week; another 4 (11%) saw half their students twice a week and the other half three times a week, alternating so that each child was seen five times in a two-week period; 3 (8%) saw each child four times a week; and 2 (6%) saw each child on a daily basis. There was one school where the children were seen only once a week since that reading teacher covered two schools and worked in that particular school only on Fridays. Each of the respondents saw the children in groups, ranging from 2 to over 10 in a group (median 5), and most of the teachers worked with individual children when there was special need. (Many of the respondents did not specify as to the number of times a week they saw the students and/or the average number of children included in a group.)

Fifteen (39%) of the teachers stated that they had their own room in which they worked with the children, 7 (18%) shared a room with some other special teacher (the Title I math resource teacher in most cases), 8 (21%) made no statement as to the type of work space they used, and 8 (21%) others described their work space in such a way that it could not be categorized ("in the teacher's room," "separate area," "in a classroom," etc.) - it is known that some teachers used a corner of a regular classroom, so these would be among the 21% uncategorized.

The reading resource teachers were asked what they considered to be the most positive feature of the Title I program. The aspects most frequently cited were: (some teachers cited more than one)

21 (55%) - Small group instruction
9 (24%) - Reinforcement of classroom teachers' work in areas of children's weaknesses
4 (11%) - Providing remedial help
4 (11%) - Flexibility of the program
3 (8%) - Workshops
3 (8%) - Cultural enrichment
1 (3%) - Enthusiasm of the childern for the program

Difficulty in securing supplies is often a problem in programs of this nature, and the responses of the teachers support this statement. Seventeen (45%) of the respondents indicated that needed materials were not in stock and in some cases these were purchased with their own money - several suggested that funds be made available in each school for the purchase of materials.

Every resource teacher indicated that she had used "teacher-made" instructional aids, often as a result of the workshops attended. The most-frequently mentioned types of materials were games of many descriptions, charts, flash cards, learning packages, picture folders, puzzles, dittoed worksheets, and pupil-made materials constructed into objects, etc.

Twenty-eight (74%) of the teachers found their students to be "very responsive" to the teacher-made materials, and 10 (26%) found the students "moderately responsive." In comparing student response to the teacher-made versus commercial materials, 20 (53%) felt the teacher-made materials were more effective, 14 (37%) saw no difference, and only 2 (5%) felt they were less effective. Three teachers (8%) said they had not used any commercial materials so could not make the comparison. The finding that over half of the teachers found the teacher-made materials more effective might be attributed to the fact that teachers made materials to remediate a specific skill deficiency and therefore these tend to be more individualized in attacking a specific learning difficulty.

When asked about the problems they encountered, 4 (11%) had no problems, 32 (84%) felt they had had insufficient time to develop the program adequately, 4 (11%) had had communication problems with the classroom teachers, 4 (11%) had had communication problems with other staff members, 4 (11%) had had problems with the overlapping authority between Title I and the regular school, and 3 (8%) had had other problems such as discipline, insufficient space, and problems with escorting students to the reading class.

The reading resource teachers were asked for suggestions for improving the Title I program. The most frequent suggestions were:

17 (45%) - Implementing the program in September
15 (39%) - Pertained to materials and equipment
12 (32%) - Pertained to various aspects of workshops
9 (24%) - More teachers, so groups can be smaller and meet more often and for longer periods
6 (18%) - Better communication between regular and Title I personnel
6 (18%) - Continuity with same children, year-round program, etc.
5 (13%) - More time to develop program adequately
4 (11%) - More space, separate room
3 (8%) - Better qualified teachers, leaders, staff

More details of the suggestions made by the reading resource teachers are given in the Appendix.

The reading teachers were asked to describe the nature of their relationships with other school personnel. For the most part, the teachers merely described their contacts as being "excellent," "helpful," "cooperative," etc., although responses differed quite a bit from school to school. There were instances of little or no contact with the instructional coordinator, presumably due in most cases to the fact that this job was not filled in some clusters until quite late; and there was in several instances concern expressed by reading resource teachers as to the lack of adequate communication with the Title I administrative staff. Contacts with school principals usually pertained to getting the program started; with classroom teachers in working out schedules for the children and discussions of the children's progress; with instructional coordinators pertaining to problems; with the regular reading specialist regarding materials; with the Pupil Personnel Workers pertaining to children's needs; and with such other school personnel as teacher aides, librarian, etc., only desultory contacts were reported. Very infrequent contacts with parents were reported, and there were many blanks and "no contact" responses in many of the categories.

Very few responses were received in the "Comments" section of the questionnaire, since most of this type of response had already been covered in the "Suggestions" section of the questionnaire. (See Appendix for Comments.)

2.130 Mathematics Resource Teachers

This teacher served as a major instructional resource person in mathematics to both teachers and identified Title I students, and as was true with the reading resource teacher, one of her major functions was to work with small groups of children to develop, extend, and reinforce the basic skills.

A total of 38 questionnaires was returned from the mathematics resource teachers in the elementary public schools, 13 from old Title I schools and 25 from new Title I schools, Of these, 16 teachers (42%) indicated they had taught previously, and 50% of those with previous experience had also had substitute teaching experience.

All but one math resource teacher reported having participated in some type of in-service training: 26 (68%) in workshops, 16 (42%) in staff development training, 17 (45%) in graduate coursework, and 3 (8%) had had some other type of in-service training. The amount of time spent in in-service training varied from 2 hours to 94, but many teachers did not indicate the number of hours spent in such training. Almost all of the respondents felt the workshops had been of assistance to them, particularly in furnishing ideas and instruction in the construction of teaching aids, in providing exposure to new professional materials and methods, in clarifying aspects of the program and responsibilities expected, and in providing an opportunity to share ideas with other professional personnel. Those few teachers who felt the workshops were of little or no value to them stated that the subjects covered were often irrelevant, too general, too time-consuming, or a waste of time.

As with the reading resource teachers, there was a widespread difference from school to school in the mathematics teachers' workload, and also in the number of times a week they met with their students. The range in student load was from 18 to 146 (median 65). The manner in which the teachers handled their classes varied considerably, with group sizes ranging from 3 to averaging over 10 (median group size 5-6). Most teachers worked with each student 2-3 times a week, but again this varied from only once a week on one case to four times a week in others. In regard to the amount of time spent with each child, it was found that the range was from 35 to 150 minutes, varying from teacher to teacher. There was not always a correlation between length of time spent and size of workload.

Fourteen teachers (37%) reported that they had a separate room in which to work with the children in math; 4 (11%) reported a "separate area," presumably of a classroom; 10 (26%) shared a room with another teacher (reading or math specialist, a reading resource teacher, a science teacher) or with two others (reading teacher and reading specialist, reading teacher and Pupil Personnel worker). One math resource teacher met with her students in the hall outside the classroom; another in a cloakroom off a classroom; 9 teachers did not respond as to the type of work space provided in the school.

The most positive feature of the Title I program cited by far the most frequently (58%) was working with the students in small groups; the second most frequently mentioned (21%) was providing remedial help that students were unable to get in the regular classroom. Other aspects mentioned by the math teachers can be found in the Appendix.

Difficulty in securing supplies was a problem for some of the math resource teachers: 17 (45%) of them could not find needed materials in stock; 7 (18%) received their supplies late; 1 (3%) encountered administrative complications; and 11 (30%) had no problems in securing supplies.

Most of the teaching aids utilized for mathematics were teacher-constructed. These included games, charts, flash cards, puzzles, and a great number of other materials and learning packages (see list in the Appendix). Twenty-eight (74%) of the teachers felt that the students were "very responsive" to the teacher-made materials, and 9 (24%) found their students "moderately responsive." A few teachers commented that the responsiveness depended a great deal upon the type of material used. When compared with commercial materials, 14 (37%) teachers felt that the teacher-made materials were more effective, 17 (45%) saw no difference, 3 (8%) said they didn't know, and 2 (5%) had used only teacher-made materials. An unusual aspect of the responses to this question was that a larger percentage of the math teachers in the old Title I schools answered "more effective" (62%) than did those in the new Title I schools (24%).

In response to a question with regard to problems encountered in the program, the one mentioned most frequently was the lack of time to develop the program adequately. Some of the teachers found an overlapping or lack of definition of authority between Title I and non-Title I segments of the school to be a problem.

The request for recommendations for improvement in the program generated responses such as: start the program at the beginning of the year; have more teachers, so that each teacher would have fewer children to work with, smaller groups, and longer periods per group; provide a separate room for each teacher; have materials on hand when the program begins; provide clearer guidelines for the program and the roles of the people involved; and provide more job security as to continuation of the program. (A more complete list can be found in the Appendix).

In describing the nature of their contacts with other school personnel, the math resource teachers generally noted their contacts as being "excellent," "cooperative," etc. All had had contact with the principal and the classroom teachers, but there were reports of "no contact" in other staff categories. Details of these contacts can be found in the Appendix.

Essentially there was no difference in the basic setup employed by reading and mathematics resource teachers. Both indicated the program's impact would have been greater had there been sufficient time to develop skills and meet objectives more fully. Many of them commented that they had enjoyed the program and felt that it was really helping most of the children.

2.140 Classroom Teachers (Regular School Staff)

It was estimated that there were 517 classroom teachers in grades 1, 2, and 3 of the Title I schools. Of these, 180 (35%) were in the old Title I schools and 337 (65%) were in the new Title I schools. Questionnaires were distributed to these teachers to obtain information concerning their efforts, contacts, and opinions with regard to the Title I program. The tabulation below shows the returns of these questionnaires, which is the basis for the analysis that follows:

	Number of Teachers	Questionnaires Returned N	Questionnaires Returned %
Grade 1	180	116	64.4
2	165½	105½	63.7
3	171½	121½	70.8
Total	517	343	66.3

Note. The "½" figures in the table indicate that a teacher had pupils from two grades. As the exact mix was not given, the teacher was arbitrarily assigned to both grades equally.

Responses from the Classroom Teacher Questionnaire are tabulated in the Appendix, and are highlighted below.

The first two questions provided information on the number of students enrolled and number identified in each teacher's classroom. However, since the teacher response was not complete, summary figures for enrollment and number of identified students in the various grades can be obtained more accurately from sources other than the Classroom Teacher Questionnaire. On pages 1-8 and 1-9 of this report, Table 2 shows the number of students enrolled in grades 1, 2, and 3, by school, as of the official enrollment date, as well as the number and percentage of identified students in each of these three grades, by school, as obtained from the computer records of the September 1971 test scores.

The teachers were asked how they organized their classroom procedure to meet both the general needs of the class and the specific needs of the identified students. Almost all of the teachers mentioned the use of individualized and small group instruction, and the use of teacher aides and resource personnel. The two quotations below include most of the aspects of classroom organization mentioned by practically all of the teachers:

"I meet the needs of my class in many ways. Some pupils receive individualized instruction. Some pupils work in small groups with the aide or the teacher. Some pupils are tutored by other pupils. Some pupils go in small groups to special teachers to receive help. Sometimes, I work with the entire class as a group, but in Reading and Math, I try to keep the instruction as individualized as possible."

"My class organization has included the following:

1. Tested students for small group (reading and math).
2. Individualized instruction where applicable.
3. Kept individual profile and papers for each student.
4. Daily and weekly evaluation.
5. Used pupil-helpers where applicable.
6. Invited parents to come in to help.
7. Used teacher-aide for small group work at learning center or one-to-one basis.
8. Asked and received consultation from reading and math teacher."

Several of the teachers mentioned that they had not made any change in class organization since they felt the identified students received the additional help needed in reading and math from the Title I resource teachers.

The reading and mathematics resource teachers assisted the classroom teachers most by working directly with the identified students. They also provided reading and math materials, made individual diagnoses of skill deficiencies of the identified students, provided individual consultation, and provided prescriptive strategies to correct skill deficiencies (mentioned in descending order of frequency).

There were 151 (45%) teachers who had no teacher aide to assist them; 142 (42%) had an aide part-time, and 44 (13%) had an aide full-time. The tabulation below shows the distribution gradewise:

	Full-time Aide		Part-time Aide		No Aide		Total
Grade	N	%	N	%	N	%	N
1	3	3	56	52	49	45	108
1-2	2	15	7	54	4	31	13
2	3	4	48	48	48	48	99
2-3	1	25	2	50	1	25	4
3	33	31	26	24	49	45	108
3-4	2	40	3	60	0	0	5
Total	44	13	142	42	151	45	337

It can be seen in this tabulation that 45% of the classroom teachers from whom responses were received had no teacher aide to help them. Part-time aides assisted 42% of the teachers, and 13% had full-time aides; 33 of the 44 full-time aides worked in third-grade classrooms, with 3 more in split 2-3 and 3-4 classrooms.

There was a considerable difference between new and old Title I schools with regard to their teacher-aide staff. According to the responses of the teachers, aides were distributed as follows:

	Old Title I Schools		New Title I Schools	
	N	%	N	%
Teachers with:				
Full-time aide	24	21.4%	20	8.9%
Part-time aide	82	73.2	60	26.7
No aide	6	5.4	145	64.4
Total	112	100.0%	225	100.0%

It is very interesting to note from the above table that only 5% of the teachers who responded from the old Title I schools had no aide, whereas almost two-thirds of the teachers from new schools had no aide at the time they filled out the questionnaire. Considerably fewer teachers had full-time aides in the new Title I schools compared to the old Title I schools. The difference undoubtedly occurred because of the fact that many of the aides in the old Title I schools had been there since the beginning of the school year, and in the new schools had to be hired after the Title I program became operational in March. This is confirmed by reference to the responses of the teacher aides to the question as to how long they had been working as aides.

Teachers reported the duties performed by their aides (in relative order of frequency) were as follows:

Working with individual students
Working with small groups of students
Clerical and non-instructional duties
Assisting the teacher with the whole group in class recitation
Housekeeping
Other

The three duties listed first above were performed much more frequently than any others.

Responses from the teachers as to problems they encountered indicated that they had trouble meeting the specific needs of the identified students and in obtaining appropriate materials with almost equal frequency (46.0% and 45.1%, respectively), and there were a few teachers who felt they received inadequate guidance from the resource staff.

With very few exceptions, the teachers felt that the workshops they attended had been helpful. Many teachers did not state how many workshops they had attended, but of those responding, over 75% had attended 1, 2, or 3 workshops (24.6%, 26.2%, and 24.6%, respectively).

There were approximately 22% of the teachers enrolled in the D.C. Teachers' College Differentiated Instruction course.

Responses as to how Title I personnel had been useful in helping teachers meet their objectives have been tabulated below:

	"Very useful" + "Moderately useful"	"Not Useful"	"Not applicable" + blanks
Instructional coordinator	38%	7%	55%
Reading teacher	83%	7%	10%
Mathematics teacher	83%	5%	12%
Pupil Personnel worker/aide	74%	4%	22%
Teacher aide	50%	2%	48%
Title I staff	46%	4%	50%
Speech therapist	51%	9%	40%
Health aide	38%	2%	60%
Other	2%	1%	97%

Unfavorable responses to this question were in most cases due to the late start of the Title I program and it was not possible to fill all staff positions promptly with competent personnel.

Classroom teachers felt that the most positive features of the Title I program this year were (in relative order of frequency mentioned):

Resource teachers (providing extra help for children needing special help in reading and math, and providing an opportunity for the classroom teacher to work more with other children)
Cultural enrichment activities
Teacher aides
Workshops
Pupil Personnel Teams
Reading program (McGraw-Hill)
Attention given to children with educational, economic, cultural etc., needs
Instructional coordinator
None - it could have been effective if started on time
Health aide

Innovative teaching programs and materials, with intensified help
  given to Title I identified children
Enthusiasm of the administration in tackling students' needs
Extra funds for purchasing materials and supplies
Staffing the schools within a cluster unit
Having a very needed and valuable summer program. It was most
  inspiring. It is unfortunate that the regular school year could
  not be patterned more after this model.

Cultural enrichment activities were enjoyed both inside and outside the schools - over 88% of the classes had attended activities of various kinds inside the school, and almost 65% had taken trips outside their school to attend cultural enrichment activities. Teachers felt that the following were of the most value to their students (in order of frequency):

Library Theater (puppet show, dance routine, drama)
Kennedy Center visit
Lisner ballet ("Peter the Wolf")
Music Festival at Kennedy Center
Back Alley Theater Group ("End of the Rainbow")
Brass Quintet from Kennedy Center
Drama Guild (creative drama)
Trip to the farm
Chekhov's "The Boor"
Washington Theater Club
Washington Performing Arts
Columbian Choral Group (African concert)

A more complete list can be found in the Appendix.

Many and varied recommendations were made for improvements in the Title I program. Some of those mentioned most frequently were (a more complete list can be found in the Appendix):

Start the program in September.
More teacher aides.
Use different procedure for selecting identified students - test
  scores not always best procedure - use more teacher judgment -
  the most needy were not always identified.
More experienced and better trained personnel.
More resource teachers, so all Title I children can be seen daily.
Better guidelines for resource people, aides, and teachers, as to
  responsibilities, duties, sphere of work, etc.
Better communication among all facets of the program.
More cultural enrichment trips.
More equipment and supplies, more readily available.
More workshops.

Many interesting and varied comments were made by the classroom teachers, a selected number of which can be found in the Appendix.

2.150 Teacher Aides (Instructional Aides)

There were 245 teacher aides assigned to the Title I schools during the 1971-72 school year. Of these, 105 were in the old and 140 in the new Title I schools. Many of the aides in the old Title I schools had been there since the beginning of the school year, while most of the aides in the new Title I schools had to be recruited and trained after the program became operational.

The aide assignment in the Title I schools was generally dependent upon the grade level except in special circumstances. Third-grade teachers were supposed to have a full-time aide, and the other teachers a part-time or half-time one.

There were 112 completed questionnaires returned, 51 from aides assigned to one teacher full-time, 57 from aides assigned half-time to two teachers, 1 from an aide assigned part-time to four teachers, and 3 from aides assigned part-time to three teachers. These were from new and old schools as follows:

Number of Teachers	Old Schools	New Schools	Total
1	27	24	51
2	39	18	57
4	1	-	1
6	-	3	3
Total	67	45	112

Over half (56%) of the aides spent a half day with each teacher, a fifth (20%) of them worked every other day with a teacher, and the remainder (24%) had other various arrangements.

In the old Title I schools, 99% of the aides had worked as an aide in previous years, while only 47% of the aides in the new Title I schools had had previous experience as an aide.

There was no pattern as to how their duties differed this year from previous years - many said there was no difference, some were now working with fewer teachers, some with different age children, some with fewer students, and a few mentioned less clerical work. Mention was also made that whereas the aide had previously worked only for the teacher, now she was working with the children directly.

The aides were asked to rank five principal kinds of tasks according to the amount of time spent on them. The values shown below are the average rank for the particular type of task:

Average Rank Order	Overall Rank Order	Duty
1.9	1.5	Working with individual students on a one-to-one basis
1.9	1.5	Working with small groups of students
3.1	3	Assisting teachers with entire class in recitation
3.6	4	Performing clerical and non-instructional duties
4.5	5	Performing housekeeping duties

The number of aides who had attended workshops during the year differed between old and new Title I schools, as can be seen from the following tabulation:

Attended Workshops	Old Schools		New Schools		Total	
	N	%	N	%	N	%
Yes	29	43	38	84	67	60
No	38	57	7	16	45	40
Total	67	100%	45	100%	112	100%

This question asked about workshops attended during this school year. It is evident that a much higher percentage of the aides in new Title I schools had attended the workshops than the aides in old Title I schools (84% and 43%, respectively). This is not surprising, since 99% of the aides in old Title I schools had worked as aides previous to this year, as opposed to only 47% of those in new Title I schools. Since much of the workshop time was spent in orientation work, the new aides would of course attend more than the older aides.

When asked whether or not they felt additional workshops would have been helpful, the aides answered as follows:

Additional Workshops	Old Schools		New Schools		Total	
	N	%	N	%	N	%
Yes	44	68	30	79	74	72
No	21	32	8	21	29	28
Total	65	100	38	100	103	100
No answer	2		7		9	

Subjects which the aides would like for the workshops to cover included:

Reading and math, including reading and math games, phonics modern math methods
Handwriting and printing
Arts and crafts
How to work with and relate to slow children and problem children
Workshops for teachers and aides together
Various skills and techniques in ways to reach children
Homework centers
Approaches to behavior modification

It is interesting that an identical percentage of aides in the old and new Title I schools felt that their skills were being utilized as effectively as possible (89% "yes" and 11% "no").

Suggestions for making the program more effective included:

Hire more aides so they will be full-time instead of just half-time with one teacher.

The program would be more effective if principals would not take the aides from the classroom so often. The teachers are afraid to give us certain children to work with because we are taken out of the class so often.

More and better communication between the supervisor and the aides.

The program should have started in the beginning of the year if it was to have an effect on the children.

More workshops for aides.

More staff development meetings.

Teachers should plan their work along with the aide so the aides will know each day what they plan to teach.

The program would be more effective if aides had a career ladder. The aide position is at a standstill. There should be some sort of promotion system.

The questionnaire provided a space for comments. These included the following (a more complete list is given in the Appendix):

I think the program is wonderful. I really enjoy working in it.

I work with teachers who allow me to work freely to reinforce their teaching skills and to work in whatever way I feel I can reach very slow learners, or children with short attention spans or high rates of absenteeism.

I enjoy the program very much. I do see results with the individual instruction that I've given children.

Quite often aides are able to reach children, especially those with problems of different sorts, more so than teachers. Due to a more flexible program, children can reach an aide more easily sometimes because teachers have very little time for individual attention because they're so busy putting over their subject matter.

2.160 Health Aides

During the 1972 Title I program, provisions were made for a health services component on a limited basis. Questionnaires were distributed to the health aides, but the returns were so few that a meaningful evaluation was not possible. The summary below has been made from the forms which were returned.

The duties performed by the health aides included:

Emergency case for illnesses and injuries to children - first aid
Vision and hearing screening
Take heights and weights
Assist physician with health appraisals
Make home visits to urge parents to get detected defects corrected
Conferences with children concerning different problems

The health aides felt that they had helped to improve the health and well-being of children so that they could be more productive, and that the services rendered have enabled medical problems, which could be learning blocks, to be identified and corrected.

No real problems were indicated by the health aides in carrying out their jobs during the year. It was suggested that better communication between the health team and the school staff should be encouraged.

2.170 Pupil Personnel Workers and Aides

One of the major sources of evaluative information concerning the Pupil Personnel Services program was from a questionnaire distributed to the workers and aides at all Title I schools. Response was almost 100%. A summary of the responses is given in the Appendix; highlights are as follows:

The length of time the workers and aides had been working in their school varied from less than a month to six years. Twenty-two (59.5%) of the workers and 8 (40%) of the aides had been on the job two months or less, while 11 (29.7%) of the workers and 11 (55%) of the aides had been working in their school longer than the current school year.

Activities of the workers and aides varied widely, from tutoring students to recordkeeping, from attending workshops to escorting children to appointments. It is interesting that in the new Title I schools, the activity mentioned most frequently was making home visits to parents and families of the students, and procuring clothing for needy children, while in the older schools the major portion of their time was spent in contacting parents by telephone and in escorting students to health clinics of various kinds. In the new schools, where the program was just getting started, the first priority was in visiting the homes to familiarize parents with the Pupil Personnel Services program and to gather background information about the children; whereas in the older schools this had already been done. A list of other activities of the workers and aides will be found in the Appendix.

The Pupil Personnel workers and aides considered the greatest problem among the identified students to be in the following categories:

Economic need
Absenteeism - truancy
Low academic achievement
Family problems - no male image, lack of parental responsibility
  and involvement - lack of interested person to listen to them
Health problems, poor nutrition
Lack of motivation
Behavior
Need for a better self-image

The number of parents contacted by the workers and aides varied from 6 to 200, the wide difference being accounted for by the fact that the program had been in operation during the entire school year in the old Title I schools and became operational in March or even later in the new Title I schools.

Parents were contacted by the workers and aides for various reasons connected directly or indirectly with the students, such as absenteeism, health problems, behavioral problems, school activities, to encourage greater involvement of parents in student and school activities, etc.

Most of the workers and aides indicated that they had encountered no real problems during the year; others mentioned some difficulties with regard to the following:

Inadequate work space and facilities (telephones, supplies, etc.)
Inadequate communication between regular school staff, Title I
  personnel, administration, parents, etc.
Identified children whose siblings needed services but were not
  eligible (in upper grades), which made it awkward to work with
  parents under these conditions
Lack of funds to provide special or emergency assistance

When asked to describe briefly what they considered to be a typical day's activities, most of the workers and aides replied that there was no typical day, and cited a list of activities performed, which more-or-less duplicated the activities listed under a previous question.

There were many comments offered, which may be referred to in the Appendix. One which best sums up the program is quoted here:

> I think the Pupil Personnel Services are very helpful to the students and their parents and families. I believe it has really helped a lot of students to stay in school.

2.180 Speech Correctionists

There were seven Title I speech correctionists assigned to groups of schools varying in number from 5 to 10 and in student workload from 87 to 17[illegible] (medians: 8 and 116, respectively).

The types of speech defects found most frequently among the identified Title I students were: articulation, lisps, delayed speech, stuttering, voice disorders such as pitch and quality, frontal emissions, substitutions, distortions, etc.

Five of the speech correctionists rated themselves at the mid-point between "very effective" and "not effective at all" on a five-point scale; one rated herself as "very effective," and the other rated herself at the fourth point just short of "not effective at all," because she felt more time should be spent at each school, thereby having more time to spend with each child.

Suggestions offered to make the speech correction services more effective included:

Additional speech correctionists needed, so that each would have fewer schools to cover and could thus spend more time with each child
More private work areas
More materials offered
Better organization of the program
Set up new criteria for speech correctionists so they could work with children across grade levels in order to help children who are in the same family as identified children, because they feel strongly that these other children should not be neglected.

The speech correctionists had difficulty in developing their programs fully in the schools because they had too many schools to cover, had inadequate time allotments, had inadequate space in which to work in many cases, lacked supplies, etc. They also encountered problems because teachers resented having the program start so late in the year, and the speech correctionists were somewhat disturbed because their school assignments were changed just when children were beginning to show improvement and they feared the interruption in the service would have a detrimental effect on the progress of the children.

2.190 Cultural Enrichment

While the Cultural Enrichment portion of the Title I program was relatively minor in terms of budget, it was quite an attractive part of the program. The Cultural Enrichment Coordinator had an active program of evaluation which was used to assist teachers in getting the most possible results from the program activities. The programs participated in and the classroom teachers' judgments concerning them will be found in the section of this chapter on classroom teachers and in the Appendix where the information from the Teacher Questionnaire is summarized.

A questionnaire was filled out by a sample of 3rd- and 7th-grade students concerning their attitude toward various types of cultural enrichment activities. A summary of the responses to this questionnaire is included in the Appendix to this report.

Most of the students sampled had seen a play and had been to a zoo and a museum. Not quite as many had been to a circus or had seen a dance program. A slightly larger percentage had never listened to a concert.

It was evident from the responses that large numbers of these students had participated in cultural enrichment activities made possible by Title I funds in the schools (highest: 89% of the 3rd graders had attended a play through the school; lowest: 20% of the 7th graders had been to a circus through the school). Many of the students reported having attended many of the activities with friends or family (highest: 79% of the 3rd graders had been taken to the zoo by friends or family; lowest: 29% of the 3rd graders had attended a concert with friends or family). Larger percentages of the 3rd graders had attended a play, a concert, a dance program, and a museum through the school than had attended these activities with friends or family; larger percentages had been to the zoo and the circus with friends or family than through school.

Almost all the 3rd graders were enthusiastic about all the activities (plays, concerts, dance programs, zoos, circuses, and museums). Seventh graders were not so sure about concerts (15% thought they were fun, 43% felt they were "okay," and 42% felt they were not much fun), and only half of them thought museums were fun (50% - fun, 49% - okay, 2% - not much fun).

Students felt they learned about reading, history, and social studies through music, dance, plays, poetry, and art (3rd graders: 59%, 56%, and 51%, respectively; 7th graders: 32%, 42%, and 35%, respectively). Smaller percentages of the students felt they learned about mathematics, spelling, and science through the cultural enrichment activities (3rd graders: 35%, 32%, and 25%, respectively; 7th graders: 9%, 8%, and 8%, respectively).

The students chose "visit an interesting place in Washington, D.C." as the special activity they would like most (48% of the 3rd graders and 55% of the 7th graders). Only 11% of the 3rd graders and 2% of the 7th graders chose "listen to a concert" as their favorite cultural activity. It is interesting that 29% of the 7th graders did not care for any of the activities listed.

Only 3% of the 7th graders liked to listen to poetry; 62% of them found it boring, and 37% found it interesting. Third graders did not agree: 46% of them enjoyed listening to poetry, only 14% found it boring, and 39% thought it interesting.

Almost three-quarters of the students in the sample would like to take lessons in some type of dance, and approximately half of them would like lessons in art and in music; another fourth of them said they would like to have lessons in play acting.

2.200 Community Schools

The Community School component of the Title I program was concentrated primarily at Garnet-Patterson Junior High School and at Harrison Elementary School. Community programs have been in existence in these two schools, and in others in the Title I area, since the inception of the Title I program.

The evaluation plan developed at the beginning of the 1971-72 s school year envisioned the use of four questionnaires to investigate the various important aspects of the program:

Community School Questionnaire - for Program Directors
Community School Questionnaire - for Teachers/Teacher Aides
Community School Questionnaire - for Students
Community School Questionnaire - for Parents and Other Adults

Copies of these questionnaires will be found in the Appendix.

Due to the press of other aspects of the Title I evaluation in the short time available, the Community School Questionnaires were never extensively distributed, but are presented here as suggested instruments for data gathering for similar projects.

2.210 Principals

School principals were an integral part of the Title I program. It was a program superimposed over the regular school program of instruction, and added a great deal of complexity to the principals' administration of school activities. Without doubt the influence of the principals on the program had a direct bearing on its success in their building.

Principals were asked to contribute their judgment of various aspects of the program, what they felt were the strengths and weaknesses of the program, and to give suggestions for improvement.

In the Title I Questionnaire for Principals, ratings were requested of the various components of the program in their school, with reasons or explanations for the rating (rating scale: 2 = very effective, 1 = moderately effective, 0 = not effective, and N = non-applicable). Questionnaires were received from 29 of the Title I school principals, who rated the various program components as follows:

	2 = Very Effective	1 = Mod. Effective	0 = Not Effective	NA	Blank
Instructional Coordinator	52%	41%	0%	0%	7%
Reading Resource Teacher	45	38	14	0	3
Math Resource Teacher	45	48	3	1	3
Educational Aide	52	21	3	31	0
Workshops	52	24	10	10	3
Speech Correctionists	3	45	24	7	21
Pupil Personnel Services Teams	59	41	0	0	0
Staff Assistants	32	14	7	32	14

Some of the instructional coordinators had not been on the job long enough to warrant a "very effective" rating, and others had too many schools to cover to do a completely effective job in some of them.

The same was true of the staff assistants. There were two schools where the staff assistant had been working only one day at the time the form was filled out by the principal, and in two other schools the position had not yet been filled.

The principals were very enthusiastic about the work of the reading and math resource teachers where they were experienced and on the job from the beginning of the 1971-72 Title I program; however, in some schools these positions were filled with inexperienced personnel or for such a short time that the program had not become effective. In some cases the principal felt that the resource teachers could not work for an adequate length of time each week with all the children needing this type of help.

Principals were almost unanimous in their high ratings of educational aides, although there was some dissatisfaction in a few cases where the aide had a tendency to be uncooperative about performing housekeeping and clerical jobs. In most cases where a rating other than the highest was given it was because the aide was new to the job and had not yet become efficient in her work.

Since most of the workshops were for Title I personnel other than principals, the ratings offered by the principals were from reports received from her staff. Less than top ratings were usually due to the limited scope of the workshops, or in some cases to the fact that experienced teachers had already had much of the training offered.

Speech correctionists did not receive high ratings because each one was assigned to work in so many schools, with so many children, that it was not possible for them to do an effective job in most cases. In some cases the speech correctionist was able to spend only a half-day per week per school.

The Pupil Personnel Teams were highly regarded by all principals, the only problems being the loose structure of the program which resulted in some cases in lack of supervision and coordination of efforts. Principals felt that the Pupil Personnel Teams would probably function more effectively if under the supervision of the school principal.

In the schools where health aides were assigned, they were valued highly, but only a few schools were fortunate enough to have the services of health aides.

Principals were asked what they considered the most positive feature of the Title I program. The most frequent responses were: educational aides, resource teachers, Pupil Personnel Teams, other Title I staff, cultural enrichment activities, workshops, and the McGraw-Hill reading program.

Suggestions for other types of services not now provided in the schools which would help to meet the needs of the identified students were quite varied, with very few duplications. These are listed at some length in the Appendix to this report.

2.220 McGraw-Hill Reading Materials

One of the major aspects of the 1971-72 Title I program, since it was so late in starting, was the familiarization of the classroom teachers with the reading materials and techniques to be used the following year. It was not reasonable to expect the McGraw-Hill reading program to have a major impact on the students during the current school year. However, it was possible to prepare classroom teachers both by actually using the materials in their classrooms, and by attendance at workshops. It was to help to evaluate the various aspects of the training program that the questionnaire for classroom teachers concerning the Sullivan McGraw-Hill Programmed Reading Materials was administered.

The earliest date for starting the McGraw-Hill reading program in any of the Title I classrooms was April 10; 20 teachers reported that their use of these materials had not begun until May, two of them as late as May 15.

Educational aides were available for 47% of the 2nd-grade teachers, 94% of whom were only part-time; 46% of the 3rd-grade teachers had aides, 67% of whom were part-time.

Less than half of the teachers felt adequately prepared to use the materials as a result of workshops attended. They agreed that the workshops were helpful, but most of them would have liked more training, actual classroom demonstrations, more consultative services as problems arose, etc.

Less than half of the teachers were using the McGraw-Hill reading materials exclusively, with a variety of other materials mentioned as being used for supplemental purposes.

Only 26% of the 2nd-grade teachers and 19% of the 3rd-grade teachers had received all the materials they needed. A list of the various materials needed but not received can be found in the Appendix.

The suggested placement test was not used in grouping 2nd-grade students. In some cases all students were placed in Book 1, and in other cases the teacher found a working level for each student by various techniques. Third-grade teachers had varied opinions as to the validity of the placement test. Those who did not find it valid felt that it placed the students too low.

There were 81% of the 2nd-grade teachers and 88% of the 3rd-grade teachers who wanted to use the McGraw-Hill materials as their major reading program for next year. Some responses were conditional - if they could have the services of a full-time aide, since this program involved so many reading groups. Some of the negative responses were because the teacher liked the program as a remedial program but not as the major one.

Most teachers found the McGraw-Hill program most effective with slow readers (70% and 69% for 2nd and 3rd grades, respectively), and many felt it was also effective with average readers (53% and 42% for 2nd and 3rd grades, respectively).

The recommendations made most frequently were: a teacher aide for each classroom; start the program in September; better orientation and training for teachers; provide sufficient materials, when needed; and an extension of the program to more students (entire classes, kindergarten, grade 4, etc.)

2.230 Categorical Sounds Reading Materials

As with the McGraw-Hill reading materials, the major accomplishment could only be a familiarization of the classroom teachers with the materials and techniques of the Categorical Sounds reading program, since it was begun so late in the school year that no measurable impact on the children's skills could be expected.

Only three classrooms had started to use the program in April, and in one classroom it was May 25 when the program began. Forty-six percent of the teachers had the services of an aide, of which 91% were part-time.

There were 62% of the teachers who felt adequately prepared to use the materials in their classroom as a result of the workshops attended; another 33% felt the workshops helped but that they needed additional training, demonstrations with children, and consultative services as problems arose.

Only 12% of the teachers used the Categorical Sounds materials exclusively. Many materials were mentioned as supplements for the program.

A little over half (54%) of the teachers received all the materials they needed. In almost every case, some of each type of materials were received but not in sufficient number for the classes.

Most of the teachers felt the placement test was valid, although there was a difference of opinion in some cases.

The teachers were enthusiastic about the program, 92% of them stating that they would like to use it as their major reading program next year. A few of the teachers felt that its scope was limited to some extent and would like supplementary materials or to use the Categorical Sounds as a supplemtary program.

Seventy-nine percent of the teachers found that slow students responded most effectively to this program, and another 46% felt it was also quite effective with average readers.

The most frequent recommendations offered were to begin the program in September, to provide more teacher aides, and to extend the program to the kindergarten level, to entire classes, and to all schools.

2.240 Other

Included at the end of this report are the following reports on responses to other questionnaires which were distributed as part of the Title I evaluation:

Survey of Title I Elementary Schools - for Program Evaluation
Survey of Title I Secondary Schools - for Program Evaluation
Title I School Council Member Questionnaire

Chapter 3

3.000 STATISTICAL ANALYSIS

3.100 INTRODUCTION

In this chapter the discussion will center around three major sources of information: (1) test scores, (2) student information from teacher evaluations, and (3) student and program information from the Pupil Personnel Services Teams. The first section concerning the standardized test program will present information concerning the Title I schools in comparison with all District of Columbia schools as measured by the citywide testing conducted in September 1971, the results of the Title I testing in June 1972, and the analysis of a matched sample of students in grades 2, 3, and 7 for whom both the September 1971 and the June 1972 scores were available.

The second section will present an analysis of the Student Information Form filled out in June 1972 by classroom teachers in grades 1, 2, and 3, and the relationship to test scores for both identified and non-identified students.

The third section will present information obtained from the Pupil Personnel Services Team Forms as well as the relationship of this information to both the Student Information Form and the test scores.

3.200 STANDARDIZED TEST RESULTS

As a part of the D.C. Public Schools Academic Achievement Plan, standardized tests were administered to the students in grades 1 through 9 during September of the 1971-72 school year. These tests were:

Grade 1	Metropolitan Reading Test
Grade 2	California Achievement Test
Grades 3-9	Comprehensive Tests of Basic Skills

The results for each of these tests were reported by the D.C. Superintendent of Schools in three separate documents: "A Summary of Metropolitan Readiness Test Results for Grade 1," "A Summary of Reading and Mathematics Test Results, California Achievement Tests, Grade 2," and "A Summary of Reading and Mathematics Test Results, Comprehensive Tests of Basic Skills, Grades 3 - 9," all dated December 1971.

In these reports, the students in grades 2 through 9 are compared to national norms as well as the large city norms of the California Test Bureau. The report for grade 1 is in terms of national norms for this particular test battery. These reports also give the results of the testing by school and compare the September 1971 results with those of September 1970, where available.

These D.C. school reports compare schools and grades based upon median scores. They also supply information concerning the quartile points both for the D.C. schools as a whole and the large city norms of the California Test Bureau.

These reports show that Title I schools fell below the city averages at every grade level. The overall comparisons are as follows:

SEPTEMBER 1971 CITYWIDE TEST RESULTS

Metropolitan Readiness Test (National Norms)

	D.C.	Title I	
Grade 1	42nd	35th	(percentile rank)

California Test Bureau Tests

	Reading Total		Mathematics Total	
	D.C.[1]	Title I[2]	D.C.[1]	Title I[2]
Grade 2 (CAT)	1.7	1.5	1.6	1.5
Grade 3 (CTBS)	2.5	2.2	2.6	2.3
4	3.5	3.2	3.1	2.8
5	4.3	4.1	4.2	4.0
6	5.2	5.0	5.4	5.0
7	5.1	4.7	5.0	4.7

[1] Based upon median grade equivalent score for all D.C. schools (large city norms) including Title I schools.

[2] Based upon weighted average grade equivalent score for Title I schools.

3.210 Testing - Spring 1972

For various reasons not connected with the Title I program, the citywide testing under the Academic Achievement Plan was not carried out during the spring of 1972. In order to have a post-test for comparative purposes, it was decided to use Title I funds to administer the tests which would otherwise not have been given. These tests were given in most of the Title I schools during June 1972. The overall result of this testing was as follows:

Table 3

RESULTS OF TITLE I TESTING, JUNE 1972
(Based upon Grade Equivalent Scores of Large City Norms)

					Percentile Points				
Grade	N	Mean	S.D.	Large City Norm	10th	25th	50th	75th	90th
				READING					
1	3642	1.79	0.97	1.90	0.6	0.9	1.8	2.4	3.2
2	3695	2.63	1.04	2.90	1.4	2.0	2.5	3.2	4.0
3	3440	3.17	1.25	3.90	1.5	2.3	3.2	4.0	4.6
7	1862	5.94	1.88	7.90	3.6	4.5	6.0	7.1	8.7
				MATHEMATICS					
1	3816	1.67	0.80	1.90	0.6	1.0	1.6	2.2	2.7
2	3686	2.46	0.83	2.90	1.4	1.9	2.4	3.0	3.5
3	3209	3.47	0.92	3.90	2.4	3.0	3.5	4.0	4.6
7	1861	6.04	1.69	7.90	3.9	4.8	6.1	7.0	8.3

Comparison of these results with those from the September 1971 testing shows the following, in grade equivalent units:

	Reading			Mathematics		
Grade	Sept. 71	June 72	Diff. (Gain)	Sept. 71	June 72	Diff. (Gain)
2	1.5	2.5	+1.0	1.5	2.4	+0.9
3	2.2	3.2	+1.0	2.3	3.5	+0.9
7	4.7	6.0	+1.3	4.7	6.1	+1.4

There was no method of computing gain in terms of grade equivalent scores for the first-grade students in Title I schools because of the fact that the tests and the units used for reporting were different, and the normative groups for the two tests were different.

The normal expectancy for change in test scores for the 50th percentile of the large city population would have been 0.8 year (or 8 months) as measured by these tests. The table above also shows that while the Title I school median student is still below grade level, particularly at the seventh-grade level, the deficiencies are being reduced.

3.220 Test Score Analysis (Matched Sample)

The foregoing discussion was about the overall results, and was based upon the overall medians or means for grade levels. The analysis which follows relies upon matched scores of individual students. The Reading Total or Math Total test score for each student in the September 1971 file was matched with the test score for the same student from the June 1972 testing. This matching was done for the second, third, and seventh grades. Matched records were put on tape and several other variables derived from these data added. These were:

1. Reading and Mathematics Gain Scores - The September grade equivalent score subtracted from the June score, plus 3.0 (to eliminate minus figures).

2. Reading and Mathematics Quartile Indicators - based upon the September grade equivalent score as follows:

	Reading Readiness[1]	Reading Total[2]			Mathematics Total[2]		
	Gr. 1	Grade 2	Grade 3	Grade 7	Grade 2	Grade 3	Grade 7
1st quartile	00-25	0.6-0.9	1.0-1.7	2.0-3.9	0.6-1.1	1.0-1.9	2.0-4.0
2nd quartile	26-51	1.0-1.7	1.8-2.5	4.0-5.1	1.2-1.6	2.0-2.6	4.1-5.0
3rd quartile	52-76	1.8-2.2	2.6-3.1	5.2-6.6	1.7-2.1	2.7-3.0	5.1-6.1
4th quartile	77 up	2.3 up	3.2 up	6.7 up	2.2 up	3.1 up	6.2 up

[1] Percentile units

[2] Grade equivalent units

In the above table the limits for the first and second quartiles correspond to the cut-off points used in the selection of identified Title I students, except that any student was considered as identified if EITHER his reading OR his mathematics grade equivalent score placed him in the first or second quartiles. Also, if either score was missing it was considered as a zero score, which categorized him as identified. The table below shows the percentage of identified students in the upper two quartiles on the reading and arithmetic scores, by grade:

Grade	Reading		Mathematics	
	3rd Quartile	4th Quartile	3rd Quartile	4th Quartile
2	14%	4%	16%	5%
3	17%	10%	18%	6%
7	15%	5%	14%	4%

3. In addition to these derived variables, an indicator was used to show whether the student was attending a new or an old Title I school.

3.230 Pretest-Posttest Comparisons

It was shown above that Title I students in the second and third grades gained 1.0 year in reading* and 0.9 year in mathematics,** and in the seventh grade gained 1.3 year in reading* and 1.4 year in mathemetics,** as measured by the median scores in each grade. Obviously each student did not gain these amounts. The scores show only what happened to the middle student. In order to determine what happened to individual students, the scores for the two administrations of tests were matched as explained previously and the difference (or gain) obtained. Test scores for the two administrations of the CTB tests were obtained for the following number of students:

Grade	Matched Records	Total Enrollment	Percentage
2	2094	4347	48%
3	1588	4334	37%
7	1200	3863	31%

Matching of these records was quite a difficult job. Because of the fact that many schools did not use the citywide testing number for the identification of the test record for individual students on either the September or the June test, matching in great part had to be performed using the student's name, sex, date of birth, or other information available. There was an inordinate number of errors made in marking numerical and alphabetical parts of the optically scanned section of the test record form, which increased tremendously the burden of matching these records by hand. Whole grades of schools and even whole schools did not test, probably because of the lateness of the testing date (June 5). As a consequence, the information is not sufficiently complete to allow analysis of results by schools, or clusters. However, the analysis by the quartile in which the student scored during the September testing was carried out. This in effect groups together those students who started together as far as the pretest is concerned. The grade equivalent scores used to establish these quartiles were given previously.

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* By gain in reading is meant gain in the Reading Total test score as measured in grade equivalent units by the appropriate California Test Bureau test.

** By gain in mathematics is meant gain in the Mathematics Total test score as measured in grade equivalent units by the appropriate California Test Bureau test.

The distribution of the students in the matched sample, by quartile and by identified status, was as follows:

		Identified					Non-Identified		
Grade	Test	1st Q'tile	2nd Q'tile	3rd Q'tile	4th Q'tile	Total	3rd Q'tile	4th Q'tile	Total
2	Reading	824	833	290	81	2028	399	337	736
	Math	834	776	334	96	2040	369	363	732
3	Reading	729	681	322	118	1850	198	245	443
	Math	548	570	269	89	1476	201	242	443
7	Reading	310	326	135	38	809	194	192	386
	Math	316	335	120	35	806	183	203	386

This tabulation shows that a considerable number of students who were classified as "identified" were actually in the top half of the D.C. school test score distribution for their grade level, some of them in the top quarter.

For each of these quartile groups, the pretest, posttest, and average gain scores were obtained. The results are shown below:

		Reading				Mathematics			
Grade		1st Q'tile	2nd Q'tile	3rd Q'tile	4th Q'tile	1st Q'tile	2nd Q'tile	3rd Q'tile	4th Q'tile
2	Post	1.9	2.6	3.1	4.1	1.9	2.4	2.8	3.3
	Pre	0.7	1.4	2.0	2.8	0.8	1.4	1.9	2.6
	Gain	+1.2	+1.2	+1.1	+1.3	+1.1	+1.0	+0.9	+0.7
3	Post	2.6	2.8	3.2	4.7	3.1	3.2	3.7	4.4
	Pre	1.2	2.2	2.8	3.7	1.4	2.3	2.8	3.4
	Gain	+1.4	+0.6	+0.4	+1.0	+1.7	+0.9	+0.9	+1.0
7	Post	4.5	5.5	6.6	8.5	4.7	5.7	6.8	8.1
	Pre	3.2	4.4	5.9	7.8	3.3	4.6	5.6	7.0
	Gain	+1.3	+1.1	+0.7	+0.7	+1.4	+1.1	+1.2	+1.1

This tabulation shows that gains in general, particularly at the third- and seventh-grade levels, were greater in the first quartile than in the three higher quartiles. This is contrary to the usual finding that Title I students gain only about two-thirds as much as "normal" students and therefore fall back approximately a third of a year per year.

These figures are shown graphically in Figure 2. There are four arrows shown for each grade for both reading and mathematics. These four arrows represent the four quartiles for each class, the lowest one being the first quartile

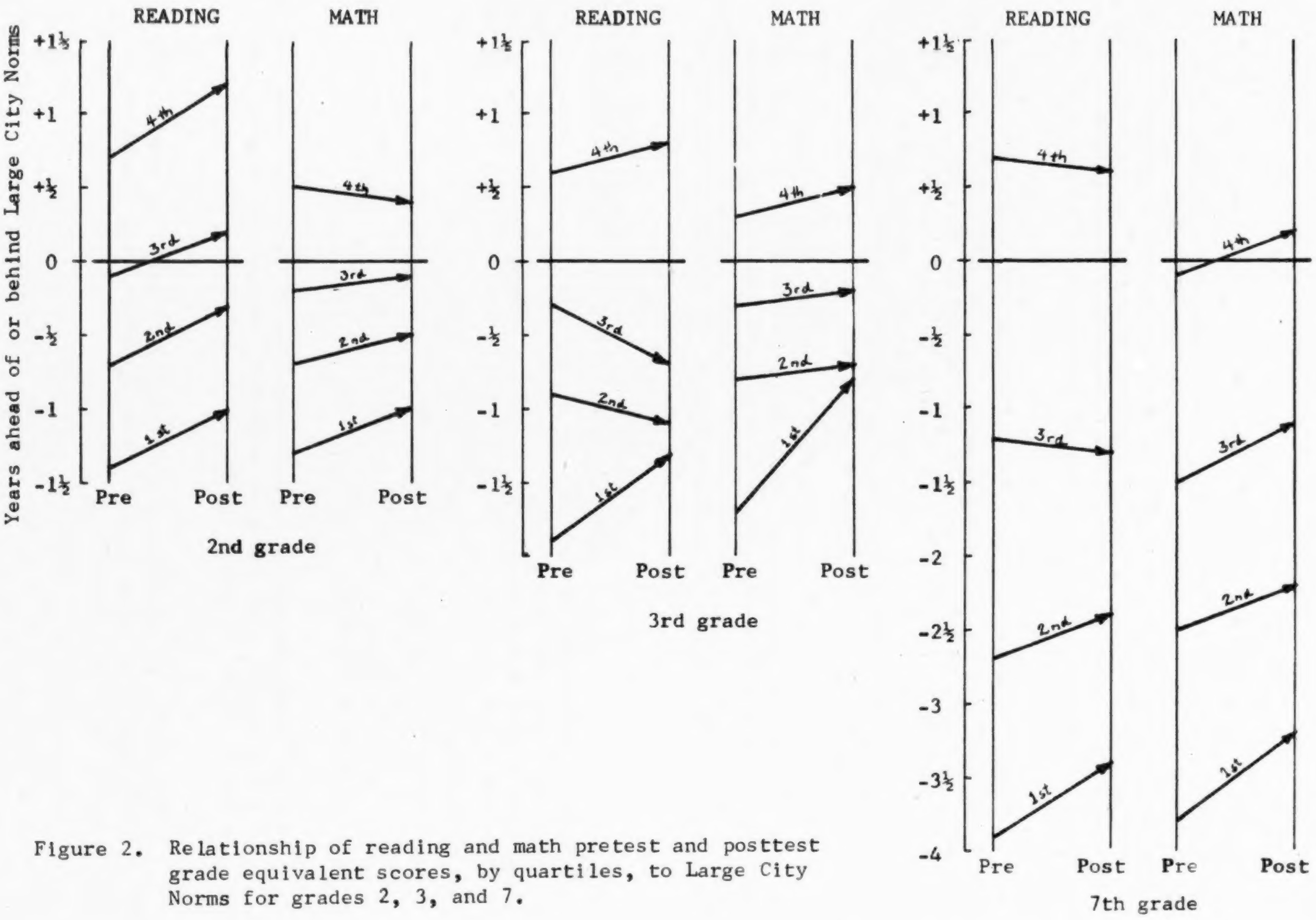

Figure 2. Relationship of reading and math pretest and posttest grade equivalent scores, by quartiles, to Large City Norms for grades 2, 3, and 7.

and the highest being the fourth quartile. If the arrow is horizontal, then the students in that quartile gained 0.8 year (or 8 months), and are as far behind their grade placement in June as they had been in September. If the arrow slopes up, then that group has improved more than expected from the norms; that is, they gained more than 0.8 year (or 8 months) between the pretest and the posttest. If the arrow slopes down, then that group has not performed as well as expected.

It will be seen that in the second grade all the arrows slope upward except for the 4th quartile in mathematics. In the third grade all the math quartiles improved, but in reading only the 1st and the 4th did; the 2nd quartile actually lost 0.2 year (or 2 months) between the two testing periods, while the 3rd quartile lost 0.4 year (or 4 months). In the seventh grade all the quartile groups improved greater than expected in mathematics, but in reading only the 3rd and 4th quartile groups did.

The above discussion may give the impression that students in the various quartiles performed as a group, which of course is far from the case. While those who scored in the lower ranges of the test had more room for improvement, large gains were made by some students in almost every quartile. The percentage of students at each grade level who gained or lost is as follows:

	Reading			Mathematics		
Gain or Loss*	Grade 2	Grade 3	Grade 7	Grade 2	Grade 3	Grade 7
2 years more than expected	3%	5%	8%	1%	4%	9%
1½ years more than expected	10%	12%	9%	5%	12%	19%
1 year more than expected	26%	25%	29%	17%	28%	36%
½ year more than expected	55%	44%	46%	44%	52%	56%
Same as expected	25%	22%	19%	31%	24%	20%
½ year less than expected	20%	34%	35%	25%	24%	24%
1 year less than expected	6%	21%	19%	7%	9%	11%
1½ years less than expected	1%	11%	8%	1%	4%	4%
2 years less than expected	0	4%	5%	0	2%	1%

* Each grouping contains students within 2 months above or below the center of the interval. For "same as expected", this group contains those who gained 6, 7, 8, 9, and 10 months.

This shows, for example, that in the third grade in reading, 12% of the students gained 1½ years or more above the expected 8 months, while 21% gained 1 year less than expected.

3.240 Comparison of Identified and Non-Identified Students

On the basis of test scores all students in the 1st and 2nd quartiles were identified, so a comparison of identified and non-identified students was made of those in the 3rd and 4th quartiles. This analysis was carried out in only the second and third grades because of the greater concentration of Title I services at these grade levels. The mean gain for each of the groups in the second and third grades in both reading and mathematics is given below:

		Reading Gain (years)					Mathematics Gain (years)				
		Identified		Non-Id.			Identified		Non-Id.		
Grade	Quartile	Mean	N	Mean	N	Diff.	Mean	N	Mean	N	Diff.
2	3rd	1.01	290	1.15	399	0.14	0.79	334	1.09	396	0.30
	4th	0.96	81	1.24	337	0.28	0.64	96	0.80	363	0.16
3	3rd	0.28	322	0.69	98	0.41	0.70	269	0.94	201	0.24
	4th	1.01	118	1.15	245	0.14	0.63	89	1.05	242	0.42

It will be seen that the non-identified students scored higher than the identified students in every single comparison. When these differences were tested for statistical significance, it was found that these results could not have occurred by chance more often than once in 100 times in 6 of the 8 comparisons, once in 20 times in one comparison (math, second grade, 4th quartile), and in the other case the difference was not statistically different from chance.

The distributions of gain of identified and non-identified students by quartiles are shown graphically in Figures 3 and 4 for reading, and in Figures 5 and 6 for mathematics. Each figure contains six small graphs. The four on the left side of the page represent the four quartiles of identified students and the two on the right the non-identified students. The size of each drawing is roughly proportional to the number of students in each quartile group. The height of the bars in each drawing represents the percentage of each group with the amount of gain or loss more than the expected 0.8 year (or 8 months) between pretest and posttest. The shaded bar in each drawing represents that part of the group which showed the expected amount of gain (8 months plus or minus 2). For example, in Figure 4 the lower drawing at the left represents the part of the third grade matched sample which was in the 1st quartile on the reading test in September. The shaded bar shows that 22% of this group (N = 548) scored within 2 months of the normal expected gain, while 25% gained a half year more than expected, 20% gained 1 year more, and 10% 1½ years more. It also shows that 2% of this quartile group scored 2 years LESS than expected; that is, they actually scored 1.2 years lower in grade equivalent score in the June test than they had in September.

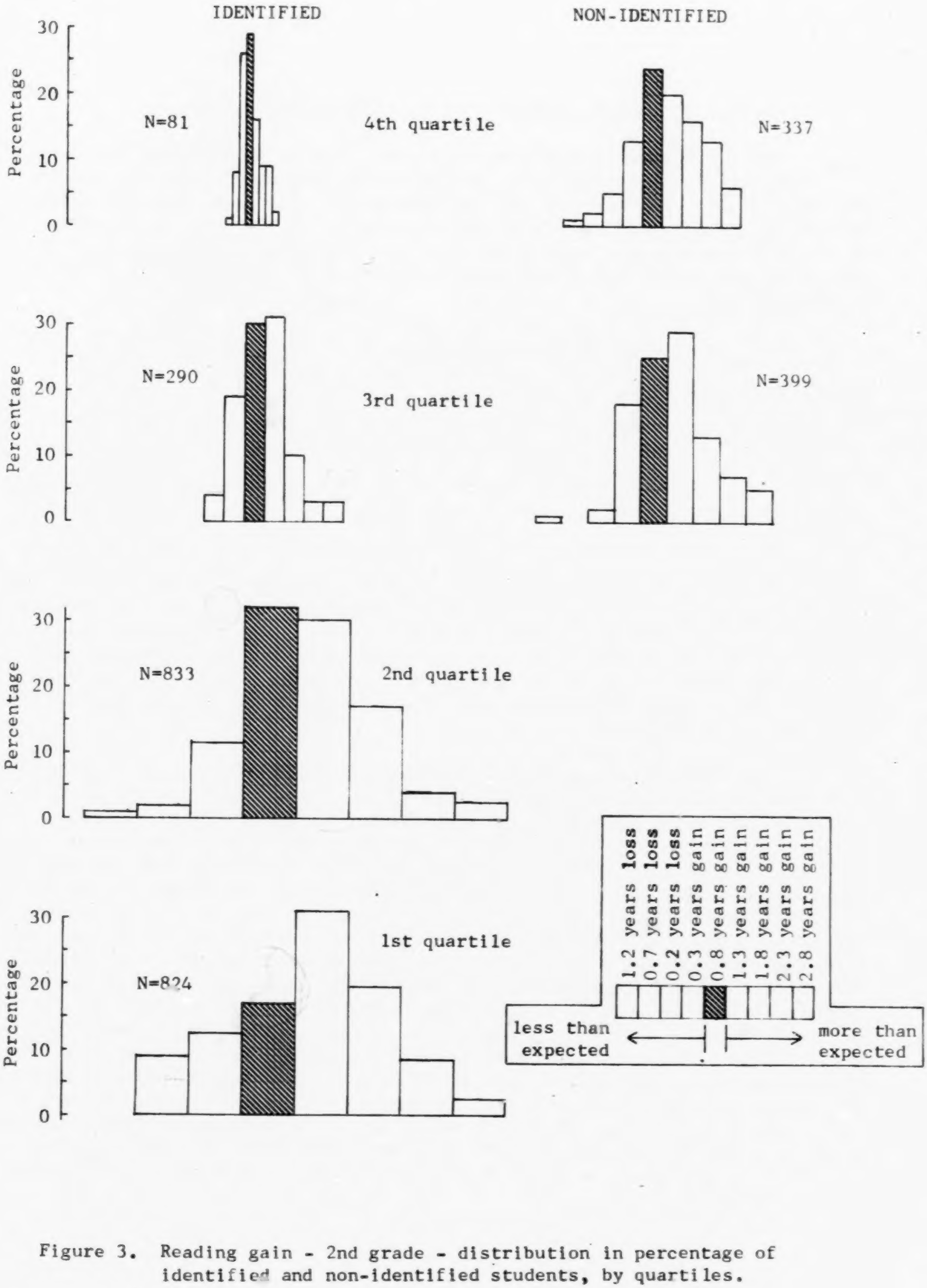

Figure 3. Reading gain - 2nd grade - distribution in percentage of identified and non-identified students, by quartiles.

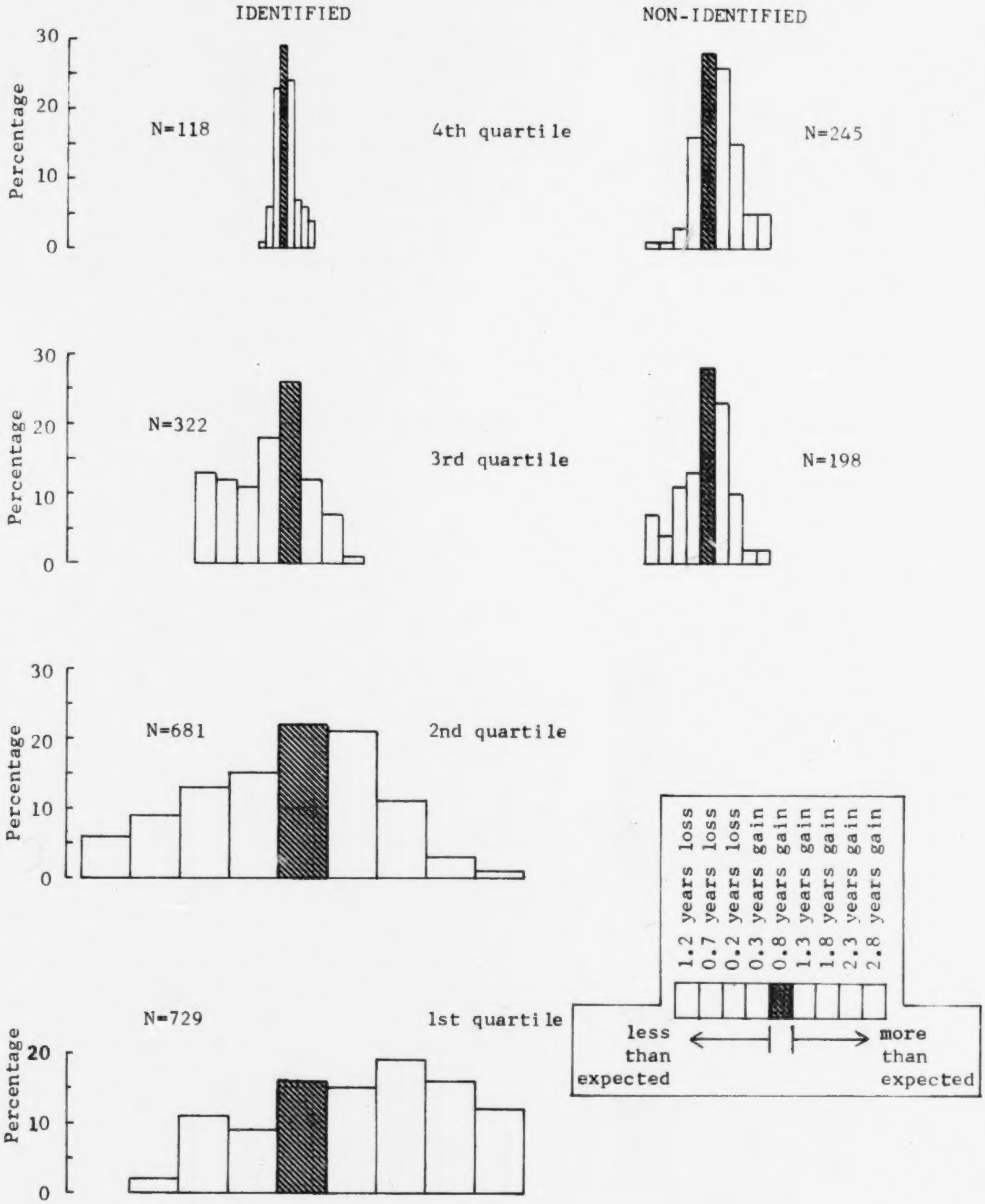

Figure 4. Reading gain - 3rd grade - distribution in percentage of identified and non-identified students, by quartiles.

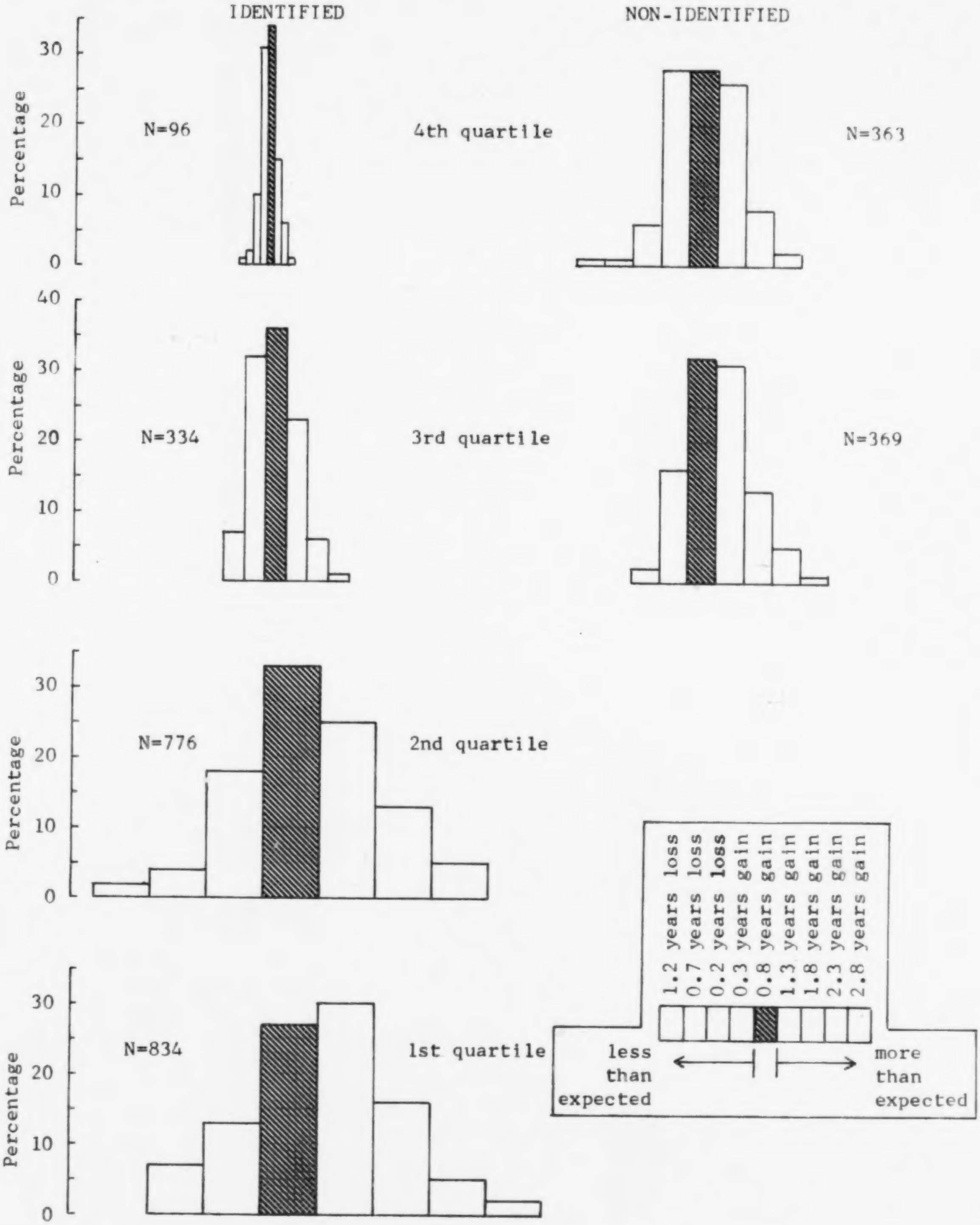

Figure 5. Arithmetic gain - 2nd grade - distribution in percentage of identified and non-identified students, by quartiles.

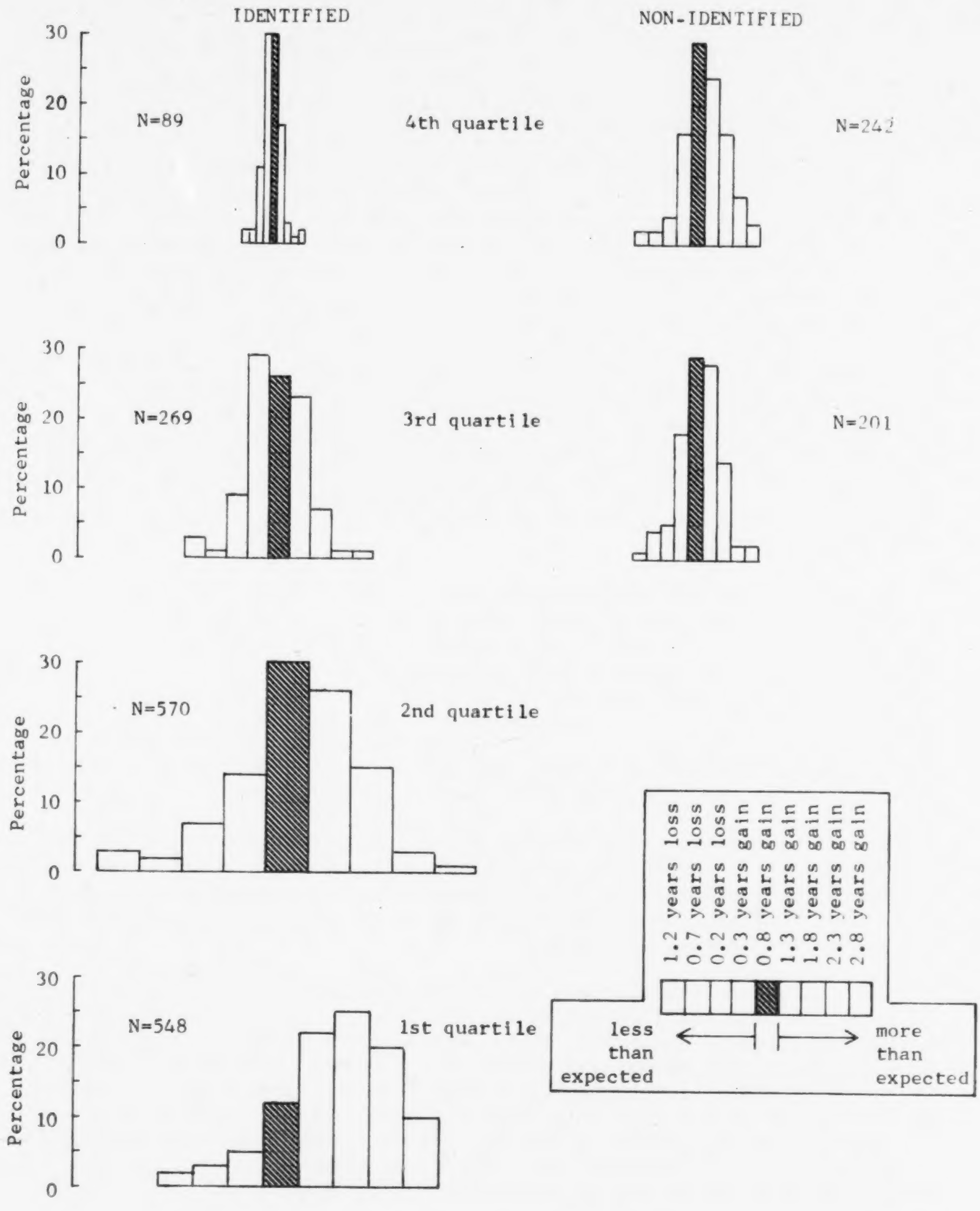

Figure 6. Arithmetic gain - 3rd grade - distribution in percentage of identified and non-identified students, by quartiles.

3.250 Analysis of Summer School Attendance

The Master Analysis File also contained information as to which students had or had not attended summer school in 1971. This information was available for a total of 1236 identified students, of whom 257 had attended summer school and 979 had not. (It should be noted that attendance at summer school had no bearing on whether or not these students had been identified.) This information was also available for 317 non-identified students, 61 of whom had attended summer school and 256 had not. This is a total of 1563 students, all from the old Title I schools. These students' records of gain in reading and math were distributed by grade, quartile, and whether or not they had attended the 1971 summer school. The results are shown in Tables 4 and 5 for reading and math, respectively. The gains are expressed in years of grade equivalent units, and the differences between the gains of students who had attended summer school and of those who had not are shown. In addition, the t-value has been computed based upon the size and distributions of the two groups being compared, to determine whether or not this difference might have been obtained by chance.

In reading, students who attended summer school did not gain as much as those who did not attend, with three exceptions: in the third grade, both the identified and non-identified students in the 3rd quartile who went to summer school gained more, and the non-identified students in the 4th quartile gained more. No comparison was possible with the 4th-quartile students in the second grade, and the comparison is of doubtful validity for the 4th quartile in the third grade. The seven comparisons remaining all favor the students who did not attend summer school. One was significant at the 2% level, three at the 5% level, and the other three were not significant.

In mathematics, the students who did not attend summer school did better than those who did in every group except the 3rd-quartile non-identified students, where those who attended summer school did significantly better. Of the eleven remaining comparisons, only two were significant at the 5% level; the others were non-significant.

The reason students who attended summer school did not gain as much as those in the same quartile who did is difficult to determine. It was found that those students who had been retained in grade tended to do better on the pretest than those who had been promoted. A large number of these students went to summer school. Another factor is that from the present data it was not possible to determine just what these students would have achieved had they not gone to summer school. It is also possible that grouping them by quartiles is too broad a base to determine differences, although any further subdivision would have made the groups too small for valid comparisons.

It would seem important to find out why the students who attended summer school did not achieve as much as those who did not attend. This is an area of investigation which needs more in-depth study.

Table 4

SUMMER SCHOOL ATTENDANCE - READING GAIN
BY GRADE, QUARTILE, AND IDENTIFIED STUDENT STATUS

Quartile	Sum. Sch.	Second Grade N	Second Grade Mean	Second Grade S.D.	Second Grade t	Second Grade Sig.*	Third Grade N	Third Grade Mean	Third Grade S.D.	Third Grade t	Third Grade Sig.*
					IDENTIFIED STUDENTS						
1st	No	108	1.13	0.72			176	1.45	0.96		
	Yes	48	1.07	0.60			46	1.14	0.89		
	Diff.		0.06		0.504	n.s.		0.31		2.106	5%
2nd	No	143	1.09	0.66			163	0.62	0.88		
	Yes	44	0.83	0.59			41	0.36	0.86		
	Diff.		0.26		2.467	2%		0.26		1.782	n.s.
3rd	No	51	0.91	0.49			68	0.50	0.93		
	Yes	10	0.52	0.56			26	-0.28	0.95		
	Diff.		0.39		2.017	5%		0.78		3.547	1%
4th	No	14	0.54	0.67			26	0.98	0.64		
	Yes	1	0.40				7	0.67	0.75		
	Diff.		0.14					0.31		0.989	n.s.
					NON-IDENTIFIED STUDENTS						
3rd	No	81	1.07	0.78			47	0.60	0.96		
	Yes	18	0.80	0.55			8	0.66	0.99		
	Diff.		0.27		1.744	n.s.		-0.06		0.154	n.s.
4th	No	67	0.95	0.91			54	1.12	0.72		
	Yes	23	0.90	0.86			9	1.26	0.85		
	Diff.		0.05		2.280	5%		-0.14		0.471	n.s.

Table 5

SUMMER SCHOOL ATTENDANCE - MATH GAIN
BY GRADE, QUARTILE, AND IDENTIFIED STUDENT STATUS

Quartile	Sum. Sch.	Second Grade N	Second Grade Mean	Second Grade S.D.	Second Grade t	Second Grade Sig.*	Third Grade N	Third Grade Mean	Third Grade S.D.	Third Grade t	Third Grade Sig.*
					IDENTIFIED STUDENTS						
1st	No	112	0.98	0.62			130	1.59	0.89		
	Yes	51	0.95	0.66			43	1.41	0.66		
	Diff.		0.03		0.285	n.s.		0.17		1.358	n.s.
2nd	No	137	0.95	0.61			131	1.07	0.81		
	Yes	31	0.90	0.65			37	0.78	0.68		
	Diff.		0.05		0.397	n.s.		0.29		2.153	5%
3rd	No	58	0.81	0.53			64	0.61	0.63		
	Yes	18	0.53	0.45			14	0.44	0.72		
	Diff.		0.28		2.216	5%		0.17		0.812	n.s.
4th	No	18	0.77	0.69			17	0.69	0.81		
	Yes	2	0.75	0.15			8	0.56	0.36		
	Diff.		0.02					0.13		0.538	n.s.
					NON-IDENTIFIED STUDENTS						
3rd	No	83	1.09	0.61			49	0.75	0.66		
	Yes	19	0.93	0.51			7	1.16	0.32		
	Diff.		0.16		1.196	n.s.		-0.41		2.687	1%
4th	No	60	0.78	0.58			54	1.01	0.73		
	Yes	24	0.68	0.59			8	0.90	1.13		
	Diff.		0.10		0.742	n.s.		0.11		0.274	n.s.

*Level of statistical significance

3.300 STUDENT INFORMATION FORM

The Student Information Form was filled out by elementary school teachers of grades 1, 2, and 3 of designated Title I schools, for both identified and non-identified students in these classes. Parochial school teachers filled out forms for only identified students. The results reported here are for the elementary public schools; the analysis of the parochial school student information is reported separately. It was not feasible to analyze the junior high school student information, as their forms were retained at the individual schools.

The purpose of the Student Information Form was to obtain an inventory of the educational status of each student in the primary grades, particularly as related to reading, arithmetic, classroom performance, family supportiveness, and problems which interfered with educational progress (such as behavioral problems, communication problems, grade retention, and absenteeism). In addition, because the form was filled out by the classroom teachers in April, after more than seven months' experience with the students in the classroom, it was thought desirable to ask whether or not the teacher considered each child to be in need of educational assistance, and if so at what priority.

A copy of the questionnaire form and the distributions of the item responses for each of the nine questions tabulated by grade, sex, and identification status are given in the Appendix.

The school enrollment for the first, second, and third grades as of March 1972 was 13,476. For these students, 11,639 forms were received, a response rate of 86.4%.

The total responses to each question may not add up to 11,639 for several reasons, the primary one being the fact that teachers did not always answer all questions. The two questions most frequently omitted were Q.3 - voluntary participation in the classroom, and Q.8 - number of days absent, which were omitted on approximately 4.5% of the forms.

Reading Instructional Level

Q.1 - What is the level of the instructional materials this student is using in reading?

The distribution of responses to this question are shown in the Appendix. The tabulation following shows a summary of the distribution of the responses within the first three grades:

Reading Instructional Level	First Grade		Second Grade		Third Grade	
	N	%	N	%	N	%
Readiness	610	15.2	113	3.0	99	2.7
Pre-Primer	1488	37.2	366	9.8	126	3.4
Primer	1076	26.9	660	17.6	270	7.2
1^1	531	13.3	509	13.6	383	10.4
1^2	241	6.0	592	15.8	280	7.5
2^1	47	1.2	860	22.9	681	18.4
2^2	7	0.2	535	14.3	651	17.5
3^1	-	-	87	2.3	598	16.2
3^2	1	0.0	23	0.6	530	14.2
4	-	-	-	-	88	2.4
5	-	-	5	0.2	3	0.1
Total	4001	100.0	3751	100.0	3709	100.0

In this tabulation the figures above the dotted lines show the number and percentage of children who were below grade level. Thus, those students who were using reading materials designed for the second half of the grade were reading at or above grade level. This tabulation shows that only 20.7% of the first grade, 40.3% of the second grade, and 32.9% of the third grade were using reading instructional materials at their grade level or above.

The information in the table above combines identified and non-identified students in each grade. In order to make this comparison, the percentage columns were further divided into these two categories, as follows:

Reading Instructional Level	First Grade		Second Grade		Third Grade	
	Ident.	Non-Ident.	Ident.	Non-Ident.	Ident.	Non-Ident.
Readiness	11.0%	4.2%	2.2%	0.8%	2.1%	0.6%
Pre-Primer	26.3	10.9	8.1	1.7	2.7	0.7
Primer	14.1	12.8	14.7	3.0	6.2	1.1
1^1	4.9	8.4	10.4	3.2	8.7	1.6
1^2	2.1	4.0	10.6	5.2	6.8	0.7
2^1	0.2	0.9	13.2	9.7	16.1	2.4
2^2	-	0.2	5.6	8.7	14.7	2.8
3^1	-	-	0.5	1.8	10.8	5.3
3^2	-	-	0.2	0.4	7.3	7.0
4	-	-	-	-	1.0	1.4
Total %	58.6%	41.4%	65.5%	34.5%	76.4%	23.6%
N =	2345	1656	2451	1296	2832	877

While there is little doubt that most identified students required assistance in reading, it would appear that two-thirds of the non-identified students in the second and third grades also were below grade level in their reading instructional materials used, and seven-eighths of the first-grade students were, also. This is shown graphically in Figure 7, where the light columns show identified students and the dark columns the non-identified students. This readily shows that the non-identified students were, on the whole, reading at a higher level than the identified students. In addition, it shows that there was a considerable spread in reading instructional material level at every grade. The noteworthy aspect of this figure is that there were so many second- and third-grade students, both identified and non-identified, who were reading at the primer level or below (second grade - 38% of the identified students and 16% of the non-identified, or 30% of all second-grade students; third grade - 14% of the identified and 10% of the non-identified, or 13% of all third-grade students). There were 18% of the third-grade students who were still using first-grade-level reading materials.

Mathematics Instructional Level

Q.2 - What is the level of the instructional materials he is using in arithmetic (math)?

The distribution of responses as to the arithmetic instructional level was as follows:

Mathematics Instructional Level	First Grade		Second Grade		Third Grade	
	N	%	N	%	N	%
Readiness	1026	25.1	200	5.3	110	3.0
1	3023	73.9	1078	28.6	405	10.9
2	39	1.0	2469	65.4	1114	30.1
3	1	0.0	28	0.7	2066	55.7
4	-	-	-	-	12	0.3
Total	4089	100.0	3775	100.0	3707	100.0

From this tabulation it will be seen that 74.9% of the first-grade students, 66.1% of the second-grade students, and 56.0% of the third-grade students were at or above their grade level in arithmetic. This is considerably different from the situation in reading.

The information in the table above combines identified and non-identified students at each grade level. The following table divides the percentage columns into these two categories, within each grade:

LEGEND FOR FIGURE 7.

RR = Reading Readiness
PP = Pre-primer
P = Primer
1^1 = 1st grade, 1st half
1^2 = 1st grade, 2nd half
2^1 = 2nd grade, 1st half
2^2 = 2nd grade, 2nd half
3^1 = 3rd grade, 1st half
3^2 = 3rd grade, 2nd half
4 = 4th grade

LEGEND FOR FIGURE 8

AR = Arithmetic Readiness
1 = 1st grade
2 = 2nd grade
3 = 3rd grade
4 = 4th grade

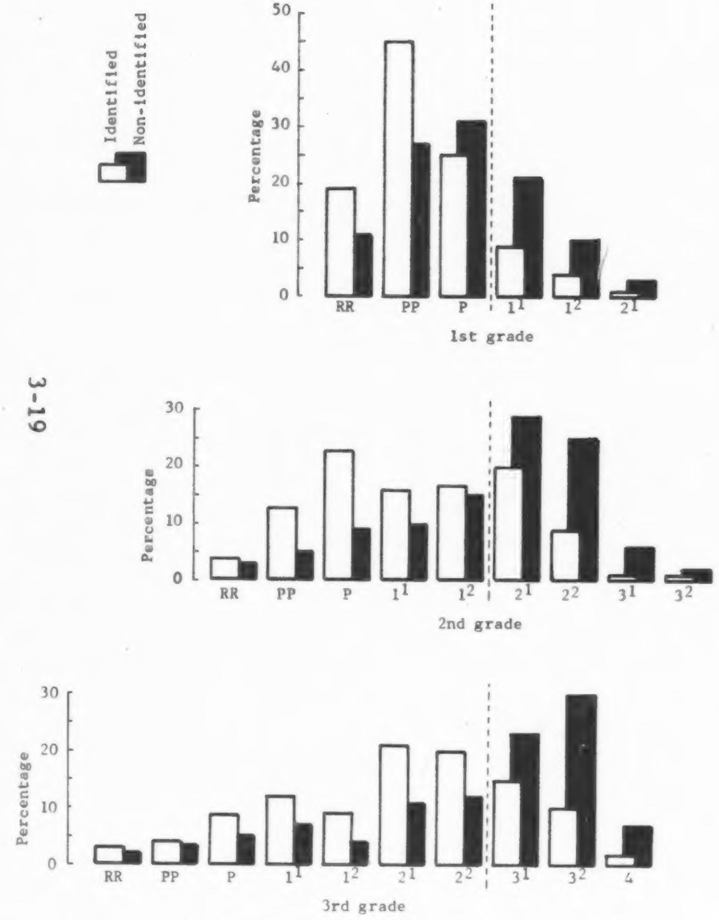

Figure 7. Percentage of identified and non-identified students in grades 1, 2, and 3, by SIF Q.1 - level of reading instructional materials.

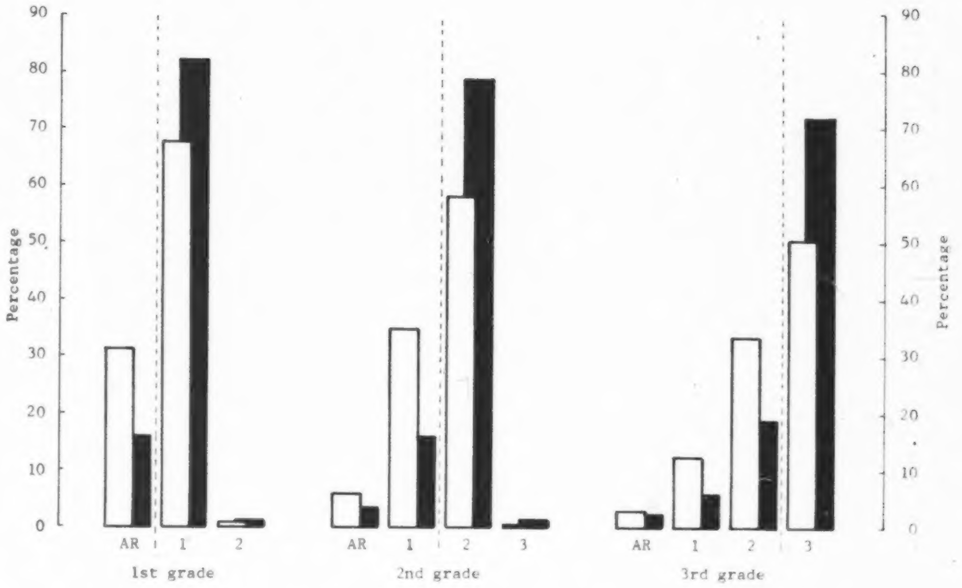

Figure 8. Percentage of identified and non-identified students in grades 1, 2, and 3, by SIF Q.2 - level of arithmetic instructional materials.

Mathematics Instructional Level	First Grade		Second Grade		Third Grade	
	Ident.	Non-Ident.	Ident.	Non-Ident.	Ident.	Non-Ident.
Readiness	18.6%	6.5%	3.9%	1.3%	0.2%	0.6%
1	40.0	33.9	23.1	5.5	9.5	1.4
2	0.3	0.6	38.3	27.1	25.7	4.5
3	-	-	0.3	0.5	38.7	17.1
4	-	-	-	-	0.2	0.1
Total %	58.9%	41.1%	65.6%	34.4%	76.3%	23.7%
N =	2408	1681	2474	1297	2827	880

The dotted line in these tabulations indicates that the students above each line were using instructional materials below their grade level; those below the dotted line were at or above grade level in their instructional materials.

Again it will be seen that there was a sizable group of identified students who were at grade level or above - more than two-thirds of the first grade and more than half of the third grade. On the other hand, there was also a sizable number of non-identified students below grade level in mathematics instructional materials.

The comparison of the two groups is shown graphically in Figure 8. Again, as with the reading instructional materials, there were second- and third-grade students still at the readiness level (5.3% and 3.0%, respectively). In the second grade this amounted to 200 children at the readiness level, of which over three-fourths were in the identified category. At the third-grade level there were 110 students at the readiness level, and again over three-fourths of them were identified students. In the third grade there were 405 children in our sample who were still at the first-grade level in arithmetic instructional materials, over seven-eighths of whom were identified students.

Participation in Classroom Activities

Q.3 - Does he voluntarily participate in classroom activities?

Previous analyses of student attitudes have revealed that the opinion of the teachers as to the amount of student voluntary participation in classroom activities was directly related to achievement, dropout, and performance. This question sought to obtain a measure of this opinion.

Teachers responded to this question by putting students in one of the following five scale categories, as follows:

Participates in class	Scale Value	Total Sample	First Grade	Second Grade	Third Grade
Most of the time	5	24.4%	27.5%	25.3%	19.7%
	4	24.0	22.9	23.5	25.5
	3	26.2	23.4	27.0	27.9
	2	17.0	16.5	16.5	18.5
Not at all	1	8.4	9.7	7.7	8.4
		100.0%	100.0%	100.0%	100.0%
N =		12,220	4,089	3,764	3,705
Mean scale value		3.38	3.42	3.42	3.30
Standard deviation		1.26	1.31	1.24	1.21

It will be seen that there was very little difference between grades in any of the five scale categories; statistically there is no difference in the three distributions. However, when the data were divided into identified and non-identified groups, then we found the following differences:

Participates	Scale Value	Identified	Non-Identified
Most of the time	5	18.4%	36.0%
	4	23.0	25.7
	3	29.0	20.1
	2	20.0	11.6
Not at all	1	9.6	6.6
		100.0%	100.0%
N =		7,703	3,857
Mean scale value		3.21	3.73
Standard deviation		1.23	1.24

These percentages are shown in Figure 9. It can be seen that in the most favorable category there was a considerably larger percentage of non-identified than identified students. However, there were still quite a few students, both identified and non-identified, who did not participate in class activities (10% and 6%, respectively). The breakdown between grades for identified and non-identified students will be found in the Appendix.

There was also a large difference between boys and girls, although not quite so much as between identified and non-identified students. This will be discussed later in this report.

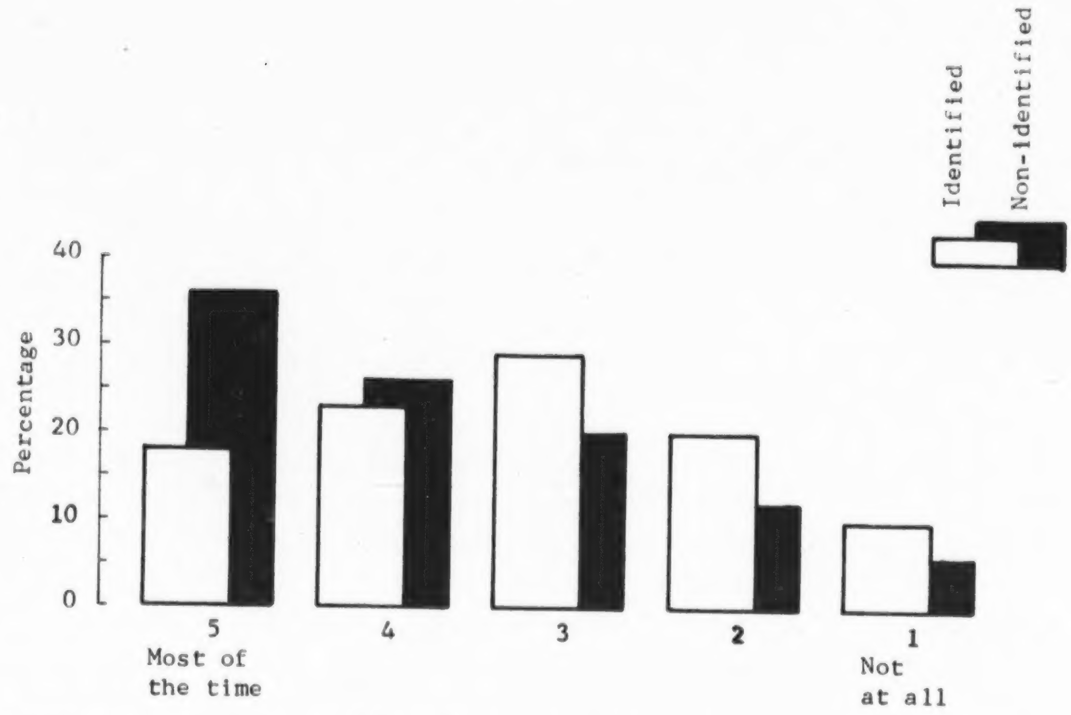

Figure 9. Percentage of identified and non-identified students in grades 1, 2, and 3, by SIF Q.3 - voluntarily participates in classroom activities.

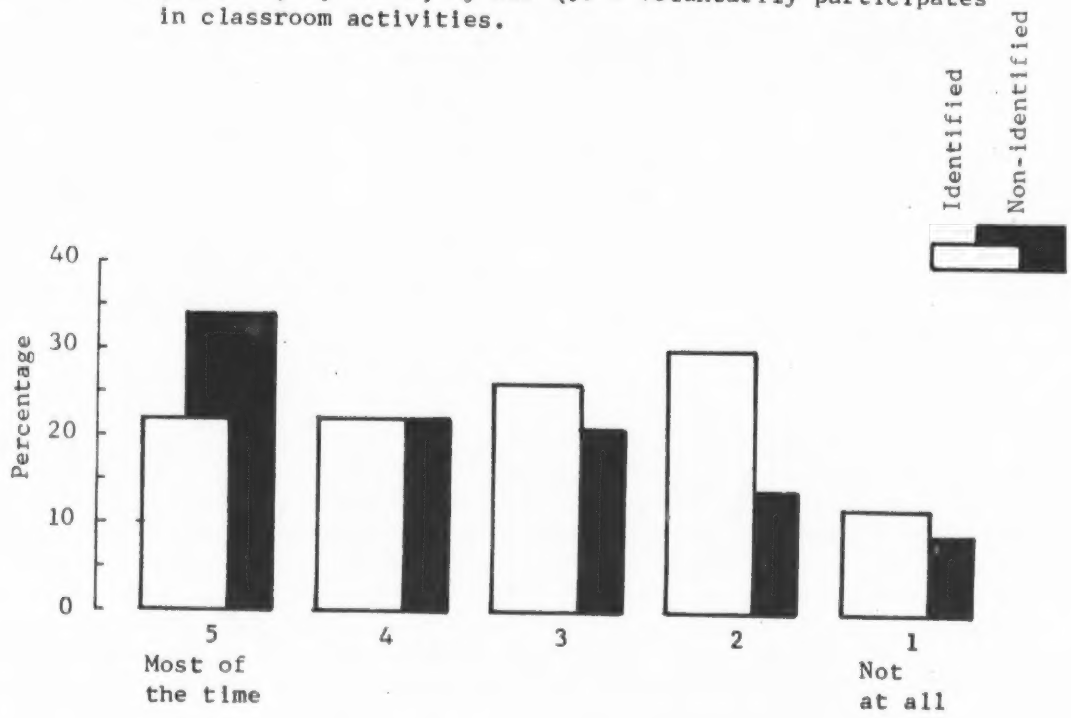

Figure 10. Percentage of identified and non-identified students in grades 1, 2, and 3, by SIF Q.4 - family supportiveness.

Family Supportiveness

Q.4 - Is his family supportive of his school activities?

Previous evaluations have shown this question to be related to the dropout problem and to grade retention. Teachers responded to this question in accordance with indications they could see in the classroom of the supportiveness of the student's family.

Responses to this question were as follows:

Family Supportiveness	Scale Value	Total Sample N	Total Sample %	First Grade	Second Grade	Third Grade
Most of the time	5	2939	26.3	28%	26%	24%
	4	2392	21.4	20	21	24
	3	2741	24.6	24	24	25
	2	1824	16.4	16	17	17
Not at all	1	1259	11.3	12	12	10
		11,155	100.0	100%	100%	100%

When the responses were distributed by whether or not the students were identified, the following percentages were found:

Family Support.	Scale Value	Identified	Non-Identified
Most of the time	5	22%	34%
	4	22	22
	3	26	21
	2	30	14
Not at all	1	12	9

This is shown graphically in Figure 10. Again it will be seen that non-identified students tended to be more favorably evaluated as to the supportiveness of their families than the identified students, but even then there was a large number of both identified and non-identified students in the "Not at all" category (12% and 9%, respectively).

The difference between identified and non-identified students was larger than between boys and girls, which will be discussed later.

Behavioral Problems

Q.5 - Does he have serious behavioral problems which interfere with his educational progress?

Overall, the responses to this question were as follows:

Behavior Problems	Identified (N=7691)	Non-Identified (N=3832)	Total (N=11,523)
Yes	11.3%	7.1%	9.9%
Some	22.5	18.0	21.0
No	66.2	74.9	69.1
	100.0%	100.0%	100.0%

This is also shown graphically in Figure 11.

Overall, teachers found behavioral problems in approximately 10% of the students. The difference between identified and non-identified students was not great (11% and 7%, respectively). Three-fourths of the students who had behavioral problems were likely to be in the identified category. The normal expectation would be two-thirds.

It was also found that there was very little difference in the incidence of behavioral problems with grade.

Communications Problems

Q.6 - Does he have serious problems with being able to communicate, which interfere with his educational progress?

Communication problems exhibited by students to such an extent that they interfered with educational progress always have been of rather small incidence. This is the area in which the speech correctionists work.

Teachers responses to this question were as follows:

Communication Probs.	Identified (N=7667)	Non-Identified (N=3830)	Total (N=11,497)
Yes	9.9%	5.6%	8.4%
Some	20.9	14.8	18.8
No	69.2	79.6	72.8
	100.0%	100.0%	100.0%

This is shown graphically in Figure 12.

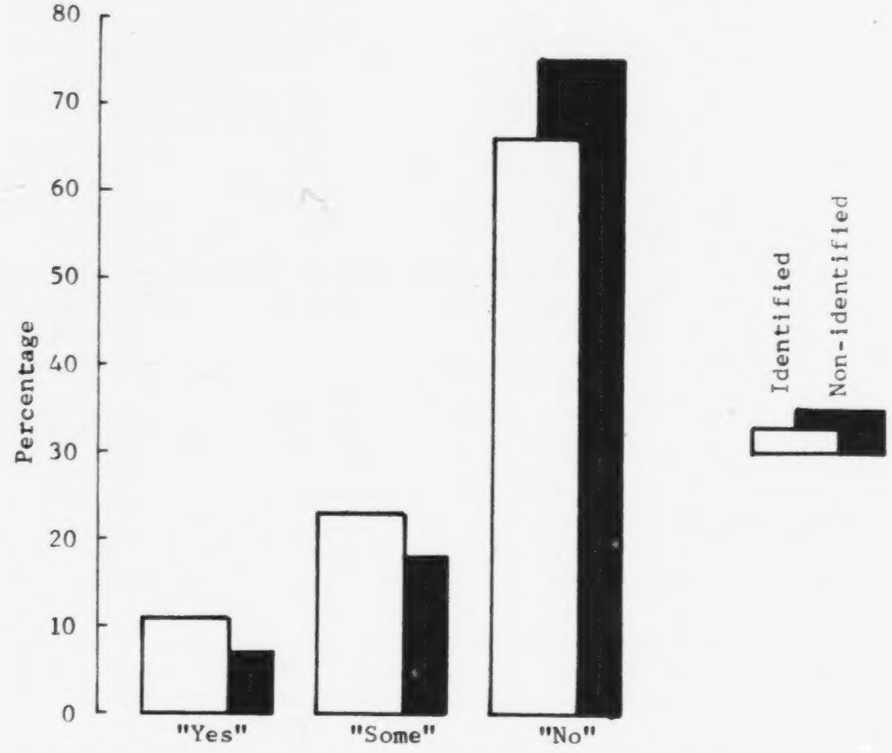

Figure 11. Percentage of identified and non-identified students in grades 1, 2, and 3, with severe behavioral problems.

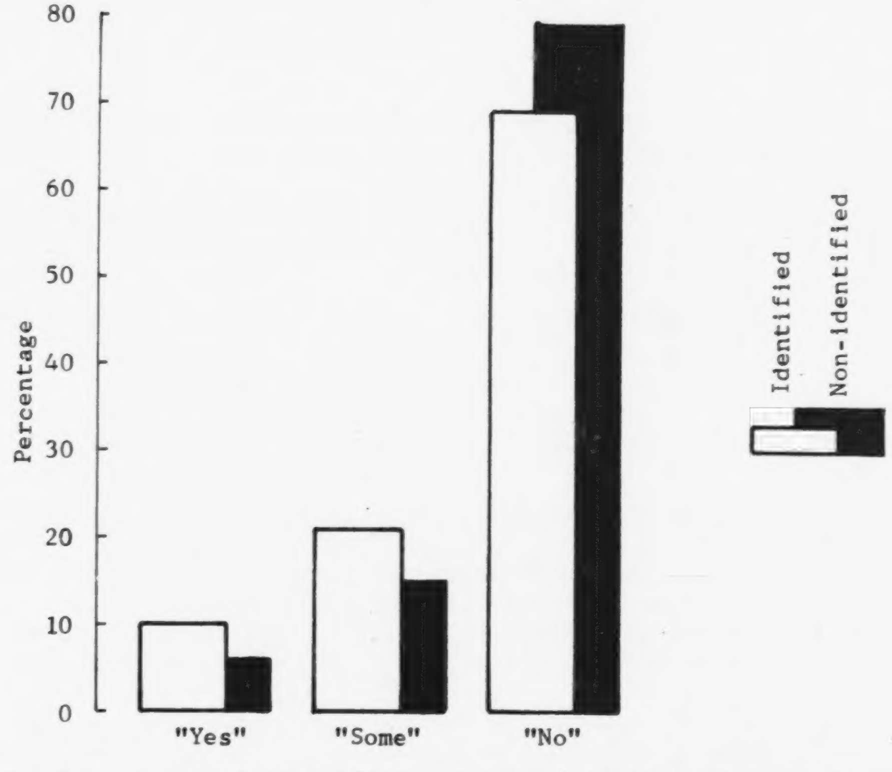

Figure 12. Percentage of identified and non-identified students in grades 1, 2, and 3, with severe communications problems.

There appeared to be more communication problems in the first grade than in grades 2 or 3. Teachers reported that 10% of the first-grade children had this problem, and 7% and 8%, respectively, of the second- and third-grade children. The "some" category included about 19% at each grade level.

There was a tendency for boys to have this problem more than girls (11% and 6%, respectively). This is discussed further in a later part of this report.

Repeating Same Grade

Q.7 - Is he in the same grade this year as last year?

Previous research has shown that this question is directly related to classroom performance and potential dropout. In the present sample the percentage responses to this question by grade were as follows:

Same grade as last year?	No		Yes	
	N	%	N	%
1st grade	3297	81.7	737	18.3
2nd grade	3188	87.0	476	13.0
3rd grade	3170	87.6	450	12.4
Total	9658	85.3	1663	14.7

It was found that generally boys repeat more frequently than girls at most grade levels. This is discussed in a later part of this report.

This question concerning repeating the grade has been asked in much the same form in previous annual evaluations. The figures above are consistent with the previous findings, as shown below:

Repeating same grade	Gr.1	Gr.2	Gr.3	Total
1971-72	18.3%	13.0%	12.4%	14.7%
1970-71	17.9	15.3	17.2	16.8
1969-70	17.1	12.3	9.9	13.0
1968-69	17.0	10.6	11.0	13.0

It should be emphasized that these data are for all students in Title I schools whether identified or not, during the years indicated. Students who have been retained in grade have generally been included among those receiving Title I services. From the above table it would appear that there has been a slight increase in the percentage of students retained in the first grade. The percentages in the second and third grades have varied a great deal.

Days Absent

Q.8 - How many days has he been absent for any reason from September 1971 through 17 March 1972?

Teachers reported that students were absent as of 17 March 1972 as shown below:

Absent	Boys	Girls	Combined
0-9 days	65.8%	62.3%	64.1%
10-19 days	21.2	23.0	22.0
20-29 days	7.2	8.5	7.8
30-39 days	3.2	3.6	3.4
40-89 days	2.3	2.4	2.4
90+ days	0.3	0.2	0.3
	100.0%	100.0%	100.0%
Mean	10.1 days	10.6 days	10.4 days
Median	7.1 days	7.5 days	7.3 days
20 days or more	13.0%	14.7%	13.9%
N =	5847	5339	11,185

This shows that in the first, second, and third grades, two-thirds of the students were absent less than 10 days, with the average slightly less for boys than for girls. The median number of days (half higher and half lower) was 7.1 days for boys and 7.5 days for girls, and an overall median of 7.3 days, with 13% of the boys absent 20 days or more and almost 15% of the girls.

When these students were divided by their identified student status the results were as follows:

Absent	Identified	Non-Id.	Total
0-9 days	62.7%	66.9%	64.1%
10-19 days	22.8	20.5	22.0
20-29 days	7.9	7.6	7.8
30-39 days	3.7	2.8	3.4
40-89 days	2.6	2.0	2.4
90+ days	0.3	0.2	0.3
	100.0%	100.0%	100.0%
Mean	10.7 days	9.8 days	10.4 days
Median	7.5 days	7.0 days	7.3 days
20 days or more	14.5%	12.6%	13.9%
N =	7512	3672	11,185

These statistics are shown graphically in Figure 13. It is apparent that there is no great difference between identified and non-identified students as related to this variable.

There is more difference between grades than there is between identified and non-identified students:

Absent	Grade 1	Grade 2	Grade 3
0-9 days	57.5%	67.5	67.8%
10-19 days	24.9	20.0	21.0
20-29 days	9.1	7.6	6.7
30-39 days	4.8	3.1	2.2
40-89 days	3.3	1.7	2.0
90+ days	0.4	0.1	0.3
	100.0%	100.0%	100.0%
Mean	11.8 days	9.7 days	9.5 days
Median	8.2 days	6.9 days	6.9 days
20 days or more	17.6%	12.5%	11.3%

Apparently first-grade students were absent more often than second and third. Half of them were absent 9 days or more, and more than 17%, or one in six, were absent 20 days or more during the period reported.

Another way to look at the absenteeism is to consider those students who were absent 20 days or more. There were 1549 of these, which was 13.8% of the 11,185 total for first, second, and third graders. Of this 1549, 1090, or 70.4%, were identified students. This exeeeds normal expectation, which is based upon two-thirds of the students being identified. In the first grade 65.9% were identified, in the second grade 69.2%, and in the third grade 79.2%. This was better than expected in the first grade and worse in the second and third. It would appear, however, that the designation of identified students was not highly related to excessive absenteeism.

Priority of Title I Treatment

Q.9 - Considering the needs of the students in your school, assistance to this student should be given the following priority: Highest priority; Middle priority; Lowest priority; Doesn't need special help.

Teachers were asked to indicate on a three-point scale their considered opinion as to the priority of need of each student for special attention, or to indicate that the student "Doesn't need special help." Responses were as follows:

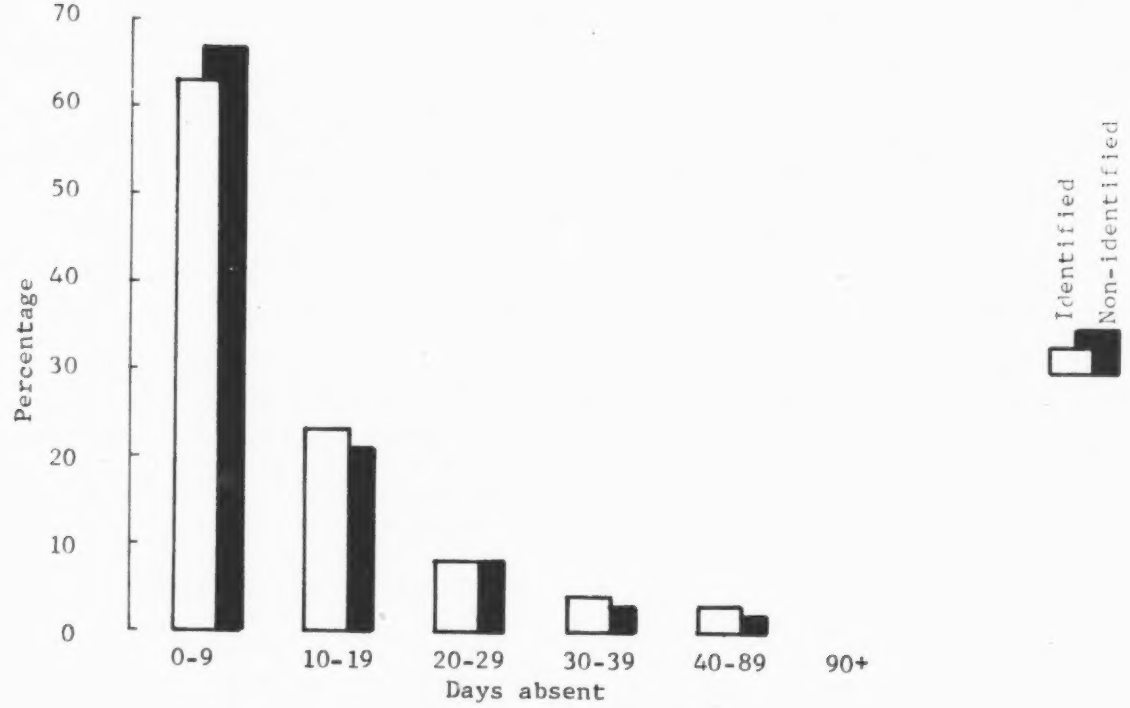

Figure 13. Percentage of identified and non-identified students in grades 1, 2, and 3, by SIF Q.8 - days absent.

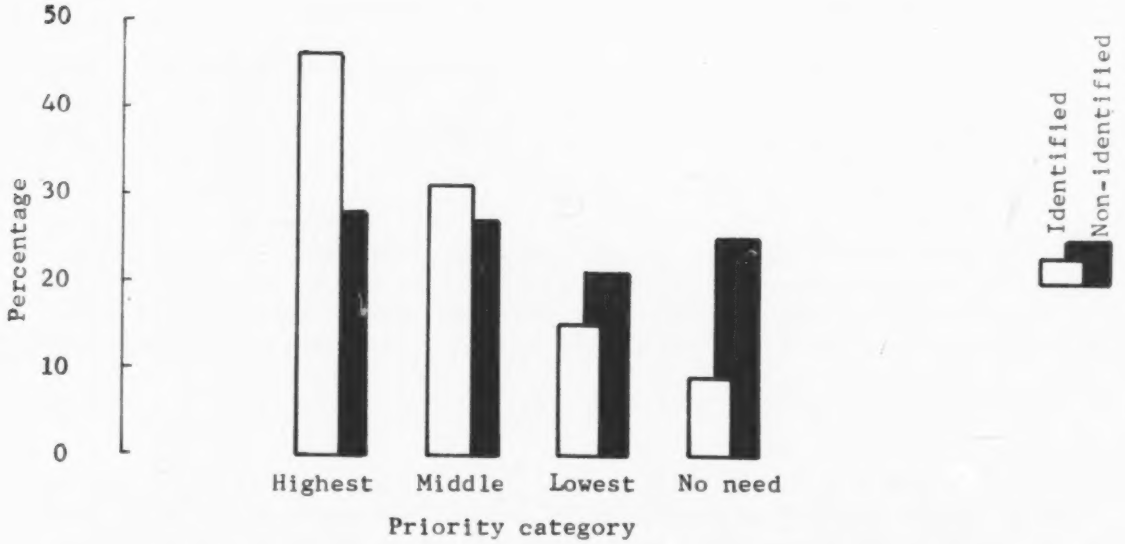

Figure 14. Percentage of identified and non-identified students in grades 1, 2, and 3, by SIF Q.9 - priority category for Title I assistance.

	N	%
Highest priority	4534	39.6
Middle priority	3358	29.3
Lowest priority	1923	16.8
Doesn't need help	1634	14.3
	11,449	100.0

It will be noted that the combination of the "Lowest priority" and "Doesn't need special help" accounts for about one-third of the students, which is approximately the same as the percentage of non-identified students in the sample. However, when the students were distributed by their identification status according to the responses to this question, the following distributions were obtained, and are shown graphically in Figure 14:

	Identified	Non-Identified
Highest priority	45.6%	27.7%
Middle priority	30.6	26.8
Lowest priority	14.7	20.8
Doesn't need help	9.1	24.6
	100.0%	100.0%

In terms of numbers, the following shows the relationship between identification status and the "Low" and "None" categories:

Priority	Identified	Non-Identified	Total
High and Middle	5812	2080	7892
Low and None	1820	1737	3557
	7632	3817	11,449

In other words, there were 1820 students (16%) who although identified, were judged by their classroom teacher to need very low or no priority for Title I assistance. On the other hand, there were 2080 students (18%) who were not identified but were judged to need high priority for treatment.

Year of Birth

The Student Information Form also provided the date of birth for each student. According to the current policy on the entrance of students into public schools, each student should enter the first grade in the year in which he has his sixth birthday. This means that the normal year of birth for children in the first grade is 1965, second grade 1964, and third grade 1963.

A distribution was made of the year of birth by grade and sex; the percentages within each grade of boys and girls for each year are shown below:

	Boys			Girls		
	Gr. 1	Gr. 2	Gr. 3	Gr. 1	Gr. 2	Gr. 3
1966	1%	-	-	1%	-	-
1965	74	1%	-	78	1%	-
1964	23	62	2	19	71	2%
1963	2	32	54	2	25	68
1962	-	5	35	-	3	24
1961	-	-	8	-	-	6
1960	-	-	1	-	-	-
N =	1583	1717	1666	1415	1584	1567

These data were then arranged to show the percentage of students at each grade level who were above, below, or at the proper grade level:

	Boys			Girls		
	Gr. 1	Gr. 2	Gr. 3	Gr. 1	Gr. 2	Gr. 3
Above grade for age	1%	1%	2%	1%	1%	2%
At normal grade for age	74	62	54	78	71	68
1 grade behind	23	32	35	19	25	24
2 grades behind	2	5	8	2	3	6
3 grades behind	-	-	1	-	-	-

These percentages show that over a fourth of the boys and a fifth of the girls in the first grade were already one year older than normal for that grade. It is possible that many of these older children were repeating the first grade, since other figures show that 20% of the boys and 16% of the girls were repeating the first grade.

When these age/grade placements were compared with those of previous years it was found that the percentages in the first and second grades are quite similar to those of two years ago but that the percentage of older children in the third grade has dropped.

In order to determine whether or not these percentages are changing, the corresponding information concerning age/grade placement was abstracted from the previous two Title I evaluation reports. It should be pointed out in this comparison, however, that the base groups from which the previous years' data are obtained are different, because of the increase by 200% in the number of schools in the Title I program during the 1971-72 school year. It would be interesting to compare these statistics with corresponding information for all D.C. public schools, but this is not possible at the present time.

Table 6

COMPARISON OF AGE/GRADE PLACEMENT FOR TITLE I STUDENTS
BY GRADE AND SEX FOR LAST THREE SCHOOL YEARS

	Grade 1			Grade 2			Grade 3		
	70	71	72	70	71	72	70	71	72
Boys									
Above age for grade	1%	1%	1%	2%	2%	1%	2%	1%	2%
Normal grade for age	77	78	74	62	61	62	42	49	54
1 year older	19	18	23	28	29	32	40	36	35
2 years older	2	3	2	7	6	5	15	13	8
3 years older	1	-	-	1	2	-	1	1	1
Girls									
Above age for grade	1%	1%	1%	3%	3%	1%	2%	2%	2%
Normal grade for age	81	82	78	68	71	71	53	64	68
1 year older	16	15	19	25	22	25	35	28	24
2 years older	2	-	2	4	3	3	10	6	6
3 years older	-	-	-	-	1	-	-	-	
N's = Boys	740	702	1583	815	729	1717	832	744	1666
Girls	752	707	1415	716	742	1584	831	701	1567

From the table above it will be seen that the sum of the percentages below the dotted lines (that is, those boys and girls who were older than normal for their grade) tends to increase in the first grade over the three years (boys: 22%, 21%, 25%; girls: 18%, 15%, 21%, respectively) and to decrease in the third grade (boys: 56%, 50%, 44%; girls: 45%, 34%, 30%, respectively). As the data from SIF Q.7 indicate that 18.3% of the first graders were repeating the grade, and the data above indicate that 22% of the boys and 18% of the girls in the first grade are older than "normal," it would appear that over age on entering the 1st grade is not a major factor.

3.310 Differences in Teacher Evaluations of Boys and Girls

As mentioned previously, one of the very noticeable aspects of teacher evaluations of classroom performance of Title I students has always been the difference in ratings of boys and girls. This section will briefly outline differences found in this analysis. The questions of the Student Information Form were distributed by sex as well as by identified and non-identified students for each grade in the appropriate Appendix table. The following discussion is based upon these tables.

Q.1 - Reading Instructional Level

Table A-1 in the Appendix shows that there were more boys than girls below their grade level in the reading instructional materials they were using in the first, second, and third grades, both identified and non-identified. For example, identified second-grade boys who were reading at the reading readiness (R.R.), pre-primer (P-P.) and primer (P) levels amounted to 43.4%, and another 20.7% of non-identified second-grade boys were also reading at these levels. However, for the girls, the corresponding percentages were 31.8% and 11.0%, respectively. The tabulation below shows the percentage of boys and girls in grades 1, 2, and 3 who were behind their grade level in reading instructional materials as reported by their classroom teacher:

Below	Grade 1		Grade 2		Grade 3	
Grade Level	Ident.	Non-Id.	Ident.	Non-Id.	Ident.	Non-Id.
Boys	89%	73%	75%	47%	80%	51%
Girls	86%	62%	65%	33%	69%	33%
Difference	3%	11%	10%	14%	11%	18%

The samples upon which these differences are based were quite large (see Table A-1 in the Appendix) and the differences are all statistically significant. As these differences were so general they must be recognized as a characteristic of this population.

Q.2 - Arithmetic Instructional Level

Boys also lag behind girls in their arithmetic instructional materials. The breakdown of the sample for boys and girls on this question of the Student Information Form is shown in Table A-2 of the Appendix. The tabulation below shows the percentage of boys and girls in grades 1, 2, and 3, both identified and non-identified, who were behind their grade level in the arithmetic instructional materials they were using:

Below	Grade 1		Grade 2		Grade 3	
Grade Level	Ident.	Non-Id.	Ident.	Non-Id.	Ident.	Non-Id.
Boys	35%	19%	42%	23%	50%	35%
Girls	28%	13%	40%	16%	48%	20%
Difference	7%	6%	2%	7%	2%	15%

Although these differences were not quite as large as for the reading instructional materials, they were still consistent in direction. While the difference was quite similar between identified and non-identified boys and girls at the first-grade level, there would appear to be a larger difference between non-identified boys and girls than between identified.

Q.3 - Voluntary Participation in Classroom Activities

Again, the difference between the ratings of teachers of boys and girls in grades 1, 2, and 3 showed the girls in a more favorable light than the boys in every grade for both identified and non-identified students. The tabulation below is based upon Table A-3 of the Appendix:

	Identified					Non-Identified				
	N	Mean	S.D.	t-value	Sig.	N	Mean	S.D.	t-value	Sig.
First Grade										
Boys	1304	3.10	1.30			827	3.54	1.29		
Girls	1101	3.34	1.28			857	3.89	1.22		
Diff.		0.24		4.53	0.1%		0.35		5.72	0.1%
Second Grade										
Boys	1333	3.14	1.22			638	3.63	1.25		
Girls	1138	3.36	1.19			655	3.92	1.18		
Diff.		0.22		4.53	0.1%		0.29		4.29	0.1%
Third Grade										
Boys	1511	3.03	1.17			428	3.50	1.24		
Girls	1314	3.34	1.18			452	3.87	1.19		
Diff.		0.31		6.99	0.1%		0.37		4.52	0.1%

All of the differences were statistically significant at one tenth of one percent, which means that such differences would not have happened by chance more than once in a thousand times. The difference between boys and girls was not as great as it was between identified and non-identified students, however. It will also be seen that there was not much difference between grade levels on this item.

Q.4 - Family Supportiveness

Girls were reported by their classroom teachers as having more supportive families (more favorable) than boys. When t-values were computed for the differences, they were all significant at the 1% level. From a practical point of view, this means that teachers in the first, second, and third grades in general rated 7 girls as having supportive families to every 6 boys so rated; or 5 boys as having non-supportive families for every 4 girls so rated. There appeared to be very little difference between identified and non-identified boys or girls.

Q.5 - Behavioral Problems

The greatest difference between boys and girls was reported by the classroom teachers with regard to behavioral problems. Overall, they reported almost three times more boys than girls with behavioral problems which interfered with educational progress, and almost twice as many with "some" problems. There were 865 boys (14.4%) with severe problems and 278 girls (5.1%). In the "some" problems category there were 1552 boys (25.8%) and 867 girls (15.8%). These distributions (from Table A-5 in the Appendix) were as follows:

Severe Behavioral Problems	Grade 1		Grade 2		Grade 3		All	
	Id.	Non-Id.	Id.	Non-Id.	Id.	Non-Id.	Id.	Non-Id.
Boys	15%	11%	14%	10%	18%	14%	16%	11%
Girls	7%	4%	5%	3%	6%	3%	6%	3%
Ratio (Boys/ Girls)	2.1	2.7	3.0	3.4	3.5	4.7	2.6	3.4

It will be seen that not only do many more boys than girls have behavioral problems but that the ratio of boys to girls with problems increased with grade level. It will also be seen that the percentages were greater with non-identified students than with identified. These differences were similar for the "some" problems category, also.

Q.6 - Communications Problems

There were fewer boys with severe communications problems than with severe behavioral problems (658 or 10.9%). However, the number of girls with severe communications problems was almost the same (313 or 5.7%). The overall percentage was 8.5% for grades 1, 2, and 3, as compared with 9.9% for behavioral problems.

The percentages of students with serious communications problems that interfered with educational progress for boys and girls by grade and identified status are given below, as well as the ratio between boys and girls within each category:

Severe Communications Problems	Grade 1		Grade 2		Grade 3		All	
	Id.	Non-Id.	Id.	Non-Id.	Id.	Non-Id.	Id.	Non-Id.
Boys	15%	9%	10%	7%	12%	7%	12%	8%
Girls	10%	5%	6%	2%	6%	2%	7%	3%
Ratio (Boys/ Girls)	1.5	1.8	1.7	3.1	2.1	2.9	1.8	2.3

Again, the differences were greater for the non-identified students than the identified, and the ratios increased with grade level.

Grade Retention

The differences in grade retention between boys and girls in grades 1, 2, and 3 were as follows:

	Gr.1	Gr.2	Gr.3	Total
Boys (% repeating)	20.9%	15.5%	16.0%	17.6%
Girls (% repeating)	15.4%	10.2%	8.6%	11.5%
Ratio (boys/girls)	1.5/1	1.7/1	2.0/1	1.7/1

In order to understand better the relationship between the number of girls and boys repeating the same grade, the total number of boys who were repeating was divided by the total number of girls, for each class. It appears that the ratios vary from 3 boys to 2 girls repeating the first grade, to 2 boys for each girl repeating the third grade during the last school year.

This proportion of girls to boys repeating grades has held fairly constant over the last four years, as shown by the percentages below (taken from previous annual reports):

	Grade 1		Grade 2		Grade 3	
	Boys	Girls	Boys	Girls	Boys	Girls
1971-72	21%	15%	16%	10%	16%	9%
1970-71	19	17	20	11	22	12
1969-70	20	15	15	10	12	8
1968-69	20	14	13	8	10	10

From an inspection of these percentages it would appear that there was approximately a 5% difference between the total percentage of boys and girls repeating in each of these three primary grades. It would also appear that, on the average, the percentage of boys and girls who repeat dropped off as grade level increased.

Days Absent

This question was asked as of 17 March 1972, when approximately two-thirds of the year had passed. The frequency of absenteeism of over 20 days during that period was given by classroom teachers as follows:

Absent 20 days or more	Grade 1		Grade 2		Grade 3	
	Ident.	Non-Id.	Ident.	Non-Id.	Ident.	Non-Id.
Boys	19%	14%	12%	11%	11%	9%
Girls	21%	16%	14%	11%	12%	11%

Non-identified students were absent less than identified students, which is consistent with other patterns in this analysis. However, girls were absent more than boys in grades 1, 2, and 3.

When the number of days absent is increased to 30 or more, then the following frequencies are found:

Absent 30 Days or More	Grade 1		Grade 2		Grade 3	
	Ident.	Non-Id.	Ident.	Non-Id.	Ident.	Non-Id.
Boys	9%	7%	5%	4%	4%	3%
Girls	10%	7%	6%	3%	6%	3%

While the difference is less, there are still a number of groups in which there were more girls absent than boys, particularly among the identified students.

Q.9 - Priority of Title I Treatment

In this comparison, also, the boys were higher in priority suggested for Title I treatment than the girls in the same grade, whether identified or not. In the following distribution the mean scale value is inversely proportional to the priority assigned; in other words, priority 1 has a scale value of 1, and "Doesn't need special help" has a scale value of 4.

	Identified					Non-Identified				
	N	Mean	S.D.	t-value	Sig.	N	Mean	S.D.	t-value	Sig.
First Grade										
Boys	1303	1.74	0.95			818	2.12	1.06		
Girls	1089	1.97	1.00			844	2.50	1.15		
Diff.		0.23		5.62	0.1%		0.38		7.01	0.1%
Second Grade										
Boys	1312	1.78	0.92			631	2.35	1.12		
Girls	1114	1.94	0.95			648	2.66	1.12		
Diff.		0.16		4.19	0.1%		0.31		4.95	0.1%
Third Grade										
Boys	1503	1.77	0.95			425	2.32	1.17		
Girls	1307	2.09	1.02			451	2.69	1.10		
Diff.		0.32		8.57	0.1%		0.37		4.81	0.1%

All the differences were significant at a level which indicates that such a difference would not have occurred by chance more often than once in a thousand times. The differences were in favor of the girls in every case. This also is consistent with previous findings that boys have more problems than girls and do not perform as well.

The tabulation above also shows that there was very little difference between the priority assignments by grade, and that there was less difference between the scale scores of girls and boys than there was between identified and non-identified students.

3.311 Summary of Differences in Teacher Evaluations of Boys and Girls

From information derived from the Student Information Form, it would appear that teachers in grades 1, 2, and 3 in the District of Columbia Title I schools felt the boys in their classrooms had more problems than girls, did not participate as well in class, were not as advanced in the instructional materials they were using in both reading and arithmetic, had less supportive parents, and repeated grades more often than girls. The teachers also recommended that the boys be assigned a higher priority for treatment under Title I programs than the girls. The only item on the Student Information Form where girls were not favored over boys was in the number of days absent. This was consistent with the findings of previous studies where primary-grade girls were often found to be absent more than boys.

3.320 Relationship of Identified Status to Student Information Form Variables

During the 1971-72 school year, students were "identified" if they were in the bottom two quartiles on either the reading or the mathematics test administered in September 1971. This classification process resulted in designating as "identified" approximately two-thirds of the students in the Title I schools in grades 1, 2, 3, and 7.

One of the first questions raised by the use of test scores for the identification of students for participation in the Title I program was what was the relationship between children with low test scores and those with other problems - how does this identification method relate to the method used previously?

In order to investigate this question, the teachers' responses to Question 9 of the Student Information Form (priority rating for Title I assistance) were distributed against the reading and mathematics pretest quartiles - based upon the same scores that had been used to determine the identification status of the students.

It was found that, had the teachers' "highest" and "middle" priority ratings been used for the designation of identified students rather than low test scores, then about 69% of the students in grades 1, 2, 3, and 7 of the Title I schools would have been identified. Only 76% of the same students would have been identified using the two methods, and over half of the non-identified students would have been included.

An investigation was also made of the relationship between the teacher priority recommendation criterion and the test score criterion as they relate to the first question of the Student Information Form - reading instructional level. A distribution of the responses to this question showed that, using the test score criterion, 77.1% of the identified students and 52.2% of the non-identified students were well below grade level; and using the teacher priority criterion, 82.2% of the identified and only 39.2% of the non-identified students were below grade level, which is an improvement in both categories - more children reading below grade level would have been included in the identified group and fewer who were below grade level in the non-identified group.

The same findings resulted from an investigation of the arithmetic instructional level (SIF Q.2). Using the test score criterion, 41.2% of the identified and 19.7% of the non-identified students were below grade level; while using the teacher priority criterion, there were 57.8% of the identified and 13.6% of the non-identified students below grade level in arithmetic instructional materials, an improvement in both categories.

The third SIF question, which relates to academic performance, had five options, with scale values assigned to each. The favorable end of the scale was assigned a value of 5 and the unfavorable end a value of 1. On this question the average score for identified students was 3.21 and for non-identified students 3.73; in other words, non-identified students scored 0.52 scale points higher (better) than did identified students. Using the teacher priority criterion, identified students scored 3.02 and non-identified students 4.19, a difference of 1.17 scale points. This means that, using the teacher priority criterion for selection of identified students, a much larger percentage of students who were low on the "voluntarily participates in class" scale would have been included as identified students, and fewer who were higher on the scale.

The pattern for the fourth SIF question, concerning family supportiveness, was quite similar to that for the third question. Had the teacher priority criterion been used, the difference in scale values would have been 0.94 instead of 0.36.

In question 5, concerning behavioral problems, there were 10.1% of the identified students with severe problems among the identified group and 6.4% among the non-identified, using the test score criterion. Had the teacher priority criterion been used, the percentages would have been 14.7% and 2.4%, respectively, which is a reduction of approximately two-thirds.

Another way of examining this was to find out the difference in how the two criterion methods would distribute the students with behavioral problems. In the matched sample there were 1127 students with severe problems. Using the test score criteria, 76% of these were identified. Had the teacher priority criterion been used, then 93% would have been identified.

In question 6, concerning communications problems, the result was much the same. There were 9.9% of the identified students and 5.6% of the non-identified students with this problem. Had the teacher priority criterion been used, this would have been 11.9% and 1.0%, respectively.

There were 964 students with severe communication handicaps. The test score criterion identified 78%; the teacher priority criterion would have identified 96%.

The largest difference found was in question 7, "Is he in the same grade this year as last year?" Using the test score criterion, there are larger percentages of students repeating the same grade among the non-identified students than among the identified (18.2% and 13.0%, respectively). Had the teacher priority criterion been used, the percentages would have been 17.9% for the identified group and 7.7% for the non-identified group.

There were 1643 students in the matched sample who were repeating the same grade. Using the test score criterion, only 59% were identified, but using the teacher priority criterion, 84% would have been identified.

SIF question 8 concerned the number of days the student had been absent. When the differences in the percentages of students who were absent 20 days or more were investigated, it was found that, with the test score criterion, 14.5% of the identified students and 12.6% of the non-identified students were absent 20 days or more, which is a difference of only 1.9%. If the teacher criterion had been used, then 19.0% of the identified students and 8.9% of the non-identified students would have been absent 20 days or more, a difference of 10.1%.

There were 1746 students in our sample who had been absent 20 days or more, 70% of whom were identified. Had the teacher priority criterion been used, 82% of them would have been identified.

3.321 Summary of Relationship of Identified Status to SIF Variables

It would appear that the use of teacher evaluations as to the priority of need of their students for Title I assistance (SIF Q.9) would have resulted in the inclusion among the identified student group a larger proportion of students with educational problems than occurred using test scores as the basis for selection of identified students. This difference occurred not only with the subjective evaluations of student problems by teachers but also when grade retention and days absent were considered.

3.330 Students with Both Severe Behavioral Problems and Severe Communications Problems

In the Master Analysis File there were 4575 second- and third-grade students for whom there were responses for both SIF question 5 and SIF question 6, behavioral and communications problems, respectively. The tabulation below shows how these responses were distributed on these two questions:

SIF Q-6	SIF Q-5 Behavioral Problems							
Communications	None		Some		Severe		Total	
Problems	N	%	N	%	N	%	N	%
None	2772	61	509	11	199	4	3480	76
Some	334	7	362	8	118	3	814	18
Severe	99	2	57	1	125	3	281	6
Total	3205	70%	928	20%	442	10%	4575	100%

This tabulation shows that in the matched sample of 4575 second and third graders for whom the answers to both SIF Q-5 and Q-6 were known, there were 442 (approximately 10%) who had severe behavioral problems. The tabulation also shows that there were 281 (6%) who had severe communications problems. However, only 125 (3%) students had BOTH severe behavioral AND severe communications problems.

For those with "some" problems, there were 928 (20%) who had "some" behavioral problems, and 814 (18%) who had "some" communications problems, a total of 1742 students. However, 362 (8%) of these had BOTH "some" behavioral problems AND "some" communications problems.

Because these figures were obtained from a sample of the second- and third-grade students, the percentages may be extended to the whole population of 4347 second-grade and 4334 third-grade students, a total of 8661 students. This would indicate that 839 (10%) of them would have severe behavioral problems, and 533 (6%) would have severe communications problems, and 237 (3%) would have both kinds of problems.

By similar projection, 1757 (20%) of the total of 8661 second and third graders would have "some" behavioral problems and 1541 (18%) would have "some" communications problems, and there would be 685 (8%) who would have "some" of both.

3.331 Relationship of Sex and Identification Status to Behavior and Communications Problems

In order to determine how behavioral problems were related to sex and identification status, the following distributions were obtained. In each grouping the figures have been converted into percentage of the whole group.

	Communications Problems	IDENTIFIED Behavioral Problems				NON-IDENTIFIED Behavioral Problems			
BOYS		No	Some	Yes	Total	No	Some	Yes	Total
	No	47%	15%	7%	69%	66%	11%	3%	80%
	Some	7	11	4	22	5	7	3	15
	Yes	3	2	4	9	1	1	3	5
	Total	57%	28%	15%	100%	72%	19%	9%	100%
	N				1828				521
GIRLS									
	No	66%	9%	2%	77%	86%	5%	1%	92%
	Some	9	7	2	18	3	4	0	7
	Yes	2	1	2	5	1	0	0	1
	Total	77%	17%	6%	100%	90%	9%	1%	100%
	N				1656				569

The tabulation above shows that there were much larger percentages of identified students who had behavioral and communications problems than non-identified, and also that they were mostly boys. Of the 125 students who were described by their teachers as having both severe behavioral and severe communications problems, 93 were boys and 32 were girls. Of the 93 boys, 78 were identified and 15 were not; of the 32 girls, 31 were identified and 1 was not. The identification process apparently did a better job of classifying the girls with problems than the boys.

A correlation coefficient might be calculated for each of these distributions in order to find out the relationship between the two variables. The overall Pearson Product moment correlation coefficient was $r = 0.384$. For the four distributions above, the correlations were $r = 0.322$ for identified boys, $r = 0.516$ for non-identified boys, $r = 0.366$ for identified girls, and $r = 0.569$ for non-identified girls. Predicting communications problems from behavioral problems based upon these correlations would be misleading.

3.400 RELATIONSHIP OF READING AND MATH GAINS TO STUDENT INFORMATION FORM QUESTIONS

In order to determine the relationship between reading and math gain and the various aspects of the target population as defined by the Student Information Form, distributions of these gains were obtained from the Master Analysis File and distributed for each questionnaire item by the student quartile on the appropriate subject. Grouping by quartile resulted in comparing students whose September test scores put them in the same fourth of the student population, but for whom the teacher evaluations and test score gains were different.

Q.1 - Reading Instructional Materials Level

Data for this question were further subdivided by grade level, and because the matched test scores were available only for the second and third grades, the discussion is confined to these grades. This distribution shows the gain made in reading by the students in each quartile who were classified by their classroom teacher as being at various instructional levels in reading.

READING GAIN (Months)

Reading Instruc'l Level	1st Quartile			2nd Quartile			3rd Quartile			4th Quartile		
	N	Mean Gain	S.D.	N	Mean Gain	S.D.	N	Mean Gain	S.D.	N	Mean Gain	S.D.
				SECOND GRADE								
RR, PP, P	371	10.2	6.7	163	8.5	6.9	43	5.6	4.9	4*	-3.5	3.2
1^1, 1^2	195	14.1	6.0	258	10.8	6.3	143	8.6	6.0	40	6.1	7.5
2^1, 2^2	79	17.7	6.0	237	13.5	6.4	360	12.8	7.0	234	12.4	8.1
3^1, 3^2	1*	24.0	-	4*	15.2	6.6	12*	11.8	2.8	49	15.6	7.2
				THIRD GRADE								
RR, PP, P	73	8.9	8.8	57	1.4	8.3	34	-7.1	8.2	1*	-10.0	-
1^1, 1^2	115	9.9	8.1	110	1.4	8.3	42	-3.8	9.0	3*	1.0	4.1
2^1, 2^2	199	14.5	9.0	197	7.3	8.6	156	3.0	8.4	14*	5.2	10.7
3^1, 3^2	67	12.8	6.7	104	12.0	6.9	154	9.9	6.5	221	11.5	9.3
4	-	-	-	-	-	-	2*	11.0	3.0	29	12.8	7.0

* Mean score unreliable due to small size of sample

In the above tabulation the data for samples of size 20 or less are given for information only, as the standard error of measurement is about ± 4.0 months on samples of this size.

The tabulation shows that as the reading level rises so does the reading test gain in each quartile almost without exception, in both the second and third grades. On the other hand, it can also be seen that within each reading instructional level, as the quartile goes up the reading gain goes down. Several of the groups actually lost ground on the reading test during the year - these students were reading behind their grade level by at least a year, and tested above their grade level on the pretest. The obvious conclusion is that the pretest was not a reliable indicator of their performance.

Q.2 - Arithmetic Instructional Materials Level

No pretests were available for the first grade, so only second and third grades were compared for average gain on the Arithmetic Total grade equivalent scores for the students in each quartile at each arithmetic instructional level as defined by question 2 of the Student Information Form.

ARITHMETIC GAIN (Months)

Arithmetic Instruc'l Level	1st Quartile			2nd Quartile			3rd Quartile			4th Quartile		
	N	Mean Gain	S.D.	N	Mean Gain	S.D.	N	Mean Gain	S.D.	N	Mean Gain	S.D.
	SECOND GRADE											
A.R.	316	9.3	6.3	169	7.3	6.1	76	6.2	7.0	20	2.1	7.0
1	197	12.0	5.7	212	9.4	5.9	159	9.0	5.4	68	5.9	6.0
2	118	14.3	6.9	255	9.4	5.9	303	10.5	5.6	234	8.2	5.8
3	3*	11.3	1.9	7*	15.7	7.4	18*	14.6	4.1	38	9.3	5.8
	THIRD GRADE											
A.R.	76	12.7	9.3	61	2.8	8.4	23	1.5	5.7	5*	-3.4	5.1
1	112	13.2	7.7	87	7.0	6.6	56	3.8	6.7	15*	4.6	8.2
2	178	17.8	7.6	183	9.7	7.2	147	7.2	5.7	58	5.6	6.3
3	74	22.0	5.9	124	13.3	5.6	162	11.1	6.0	186	11.0	7.5
4	1*	23.0	-	3*	13.3	1.2	10*	15.0	5.4	17*	12.8	5.3
5	-	-	-	-	-	-	-	-	-	1*	17.0	-

* Mean score unreliable due to small size of sample

The pattern of these gains is very similar to the gains in reading; that is, gain increases within each quartile as the instructional level goes up, and the gain decreases within each instructional level as the quartile goes up.

Q.3 - Q.6 - Other Items of the Student Information Form

Reading and math gains were also obtained for students in each quartile for the other items of the Student Information Form. The results were quite similar to those obtained for the reading and math instructional level questions; that is, the gains went up within each quartile for the more favorable responses to each item, and went down with the higher quartiles. The only exception to this was in the fourth quartile in reading gains where the students tended to gain more than those in the third quartile who had the same questionnaire item responses.

In the case of behavioral problems (Q.5), the gains of students marked "some" were no better than those who had severe problems, in almost every quartile. This similarity was much more evident in reading than in math.

The performance of students within quartiles was also studied subdividing the students in each quartile by their teacher evaluations for the other items of the Student Information Form, and obtaining the reading and math gain for each subdivision. In these distributions the second- and third-grade students were not separated as the grade differences within each item was relatively minor. The results were quite similar to those obtained from the reading and math instructional level questions; that is, the gains went up within each quartile for the more favorable responses to each question. When similar responses were compared across quartiles, the higher the quartile the lower the gain, except for the fourth or highest quartile with reference to reading gains, where for some reason the mean gains were higher than for corresponding item options in the third quartile.

Another interesting relationship was found pertaining to the groupings obtained from the data on behavioral problems. The means, standard deviations, and sample sizes are given in the following tabulation for the matched sample subdivided by pretest quartiles on reading and math for both SIF Q.5, behavioral problems, and SIF Q.6, communications problems: (tabulation at top of next page).

These data are shown graphically in Figure 15 for Q.5 and Figure 16 for Q.6. The graphs show the amount of gain in reading or math made by each subdivision of the data. In each case the group which gained the most contained those students in the first quartile whom the teachers marked as having no behavioral or communications problems, for both reading and math. These students, more than 700 in each case, gained on the average of 1.4 years in terms of grade equivalent points during the eight months of instruction. It will also be seen that the groups that gained the least were those students who were marked "yes" (severe problems) by their classroom teacher for the two types of problems, with those marked as having "some" problem in between the "yes" and "no" groups, with just one exception, in the case of reading gain for those with behavioral problems. This is shown in the left part of Figure 15, where it will be seen that there is practically no difference between the reading gain of students marked "some" and those marked "yes." The sizes of the samples of students are so large that it is unlikely that this could have occurred by chance.

Q.5 - Behavioral Problems

Severe Problems	1st Quartile N	1st Quartile Mean	1st Quartile S.D.	2nd Quartile N	2nd Quartile Mean	2nd Quartile S.D.	3rd Quartile N	3rd Quartile Mean	3rd Quartile S.D.	4th Quartile N	4th Quartile Mean	4th Quartile S.D.
READING GAIN												
No	722	13.7	8.2	746	10.2	7.8	718	9.5	8.3	523	12.2	8.9
Some	256	11.2	8.0	262	6.7	8.4	163	4.6	8.8	58	7.4	7.5
Yes	135	11.1	7.6	122	7.2	8.7	64	3.5	10.6	14	8.3	6.1
MATHEMATICS GAIN												
No	749	14.0	7.9	794	10.3	6.8	739	9.6	6.0	542	9.2	6.8
Some	279	12.0	7.2	241	8.0	6.3	184	7.5	6.0	83	4.4	6.1
Yes	144	10.4	7.6	112	7.1	7.2	75	5.9	7.4	30	4.4	6.8

Q.6 - Communications Problems

Severe Problems	1st Quartile N	1st Quartile Mean	1st Quartile S.D.	2nd Quartile N	2nd Quartile Mean	2nd Quartile S.D.	3rd Quartile N	3rd Quartile Mean	3rd Quartile S.D.	4th Quartile N	4th Quartile Mean	4th Quartile S.D.
READING GAIN												
No	741	14.0	8.2	857	9.9	7.9	775	9.4	8.2	545	12.0	8.9
Some	261	11.3	7.4	214	6.5	8.8	137	4.0	9.7	49	6.9	8.0
Yes	107	8.6	7.7	64	6.0	8.6	33	0.2	9.7			
MATHEMATICS GAIN												
No	788	14.3	7.7	860	10.5	6.6	816	9.6	5.9	587	8.8	6.9
Some	266	11.3	7.5	221	6.8	6.3	144	7.0	5.7	62	4.6	6.7
Yes	117	9.2	7.6	67	5.0	7.0	40	2.0	8.6	6	2.5	5.4

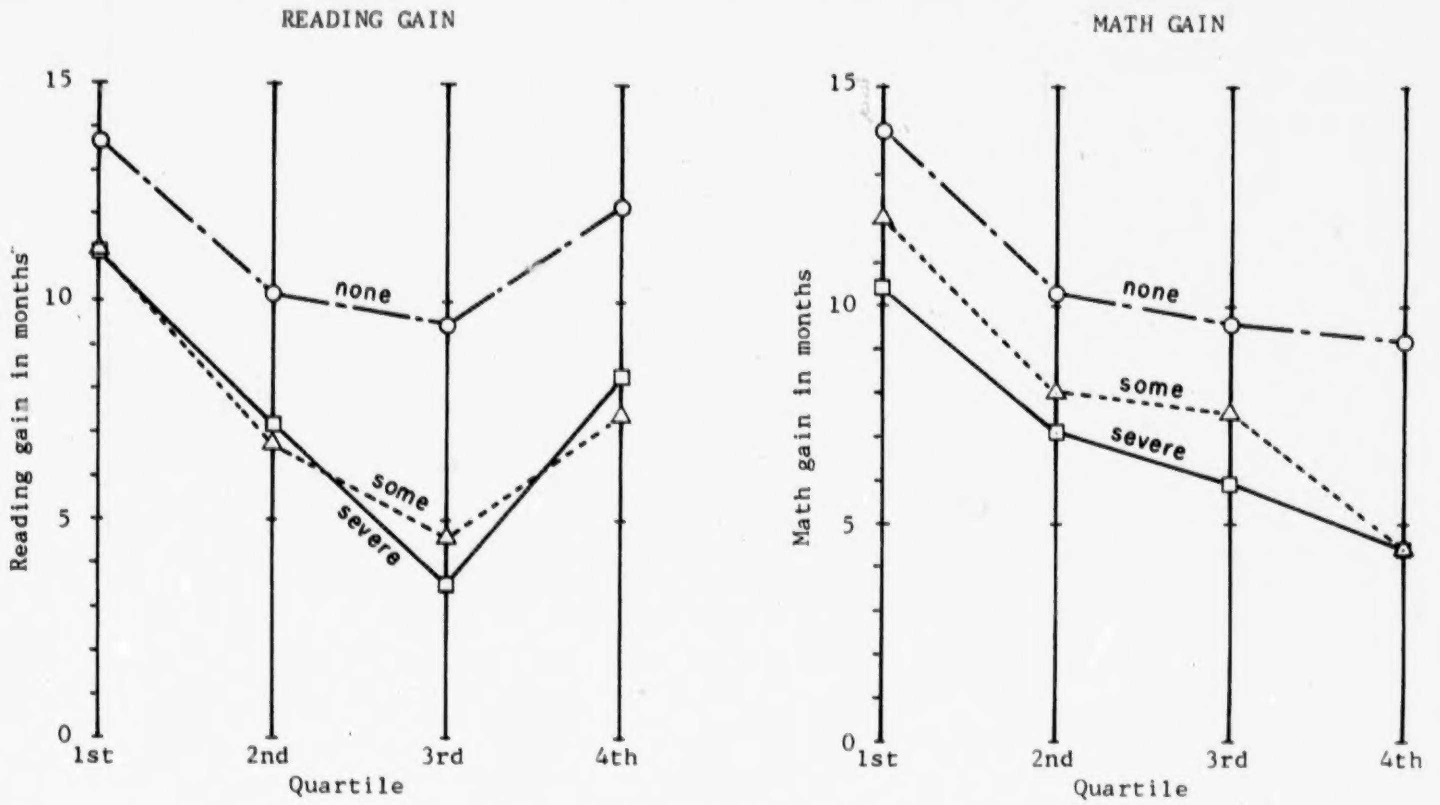

Figure 15. Mean gain in reading and math of 2nd- and 3rd-grade students by pretest quartile and response to SIF Q.5, behavioral problems.

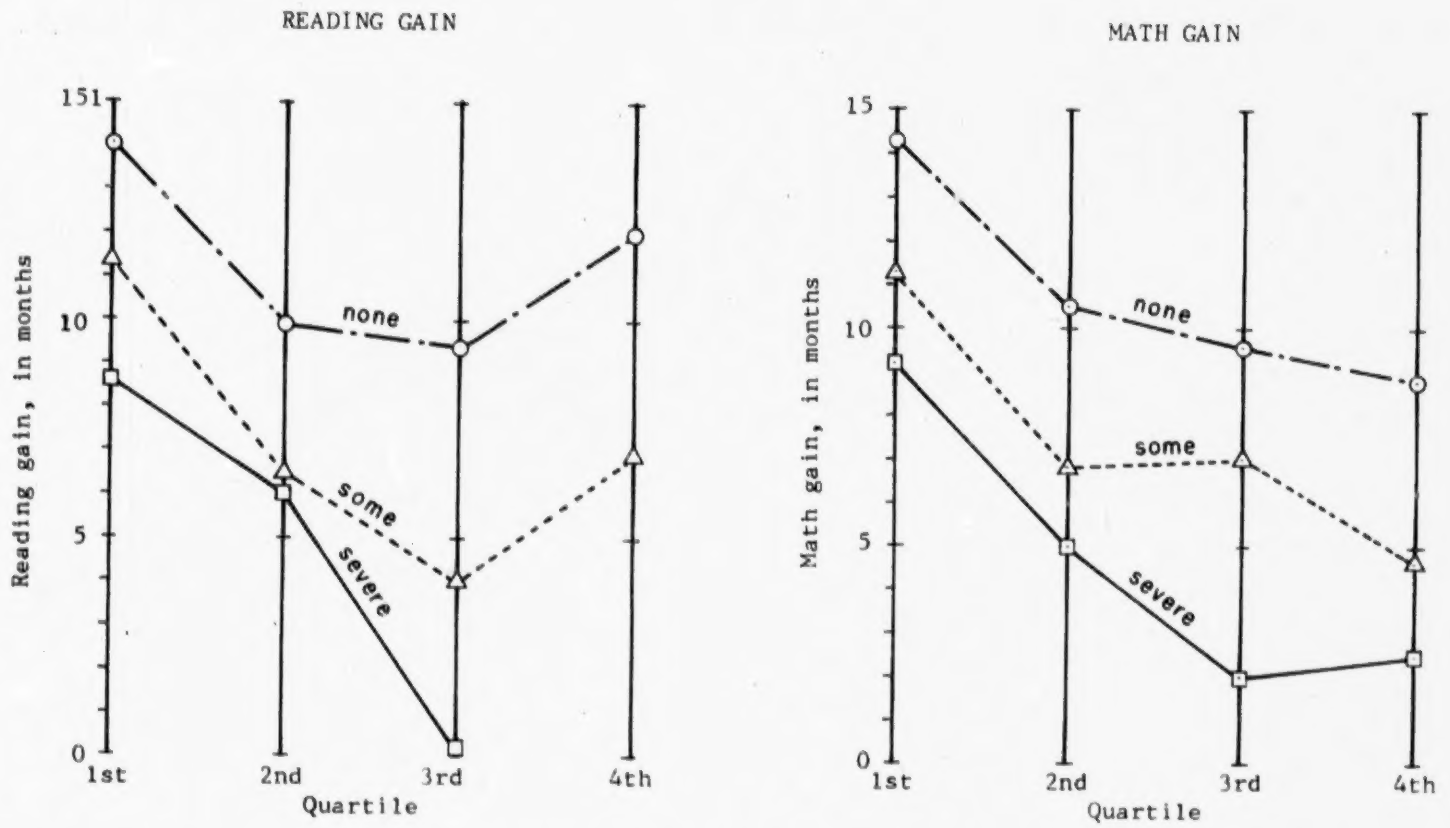

Figure 16. Mean gain in reading and math of 2nd- and 3rd-grade students by pretest quartile and response to SIF Q-6, communications problems.

3.500 PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORMS

3.510 Background

The Pupil Personnel Services Teams Evaluation Form (PPF) used in this year's evaluation was identical with the form used during the 1970-71 school year. A copy of this form will be found in the Appendix. A description of the development of this form, as well as an analysis of the data obtained from it, will be found in Chapter 6 of the 1970-71 evaluation report.

The caseload for the Pupil Personnel Teams was, by definition, the identified student population. For a description of the procedure used to select these students, see page 1-3 of this report.

There was a good deal of slippage between the number of identified students and the number of PPF's received, due to a number of reasons: there were many new schools added to Title I during the last half of the school year, which meant a tremendous change in the Pupil Personnel Team caseload; this also necessitated a considerable amount of reassignment of workers and aides to these new schools, and many of these changes were accomplished so late in the year that very little change in test performance could be expected as a result of the services of the Teams; many names were added to the list of identified students due to the change in the identification procedure; all of which resulted in a low response rate for the evaluation form, which in turn limited the scope of the analysis which could be carried out.

3.520 Analysis of the Pupil Personnel Services Teams Evaluation Forms

Distributions of the PPF's received for analysis, by public and non-public schools, and by grade and sex, were as follows:

	Public Schools					Non-Public Schools									
	1	2	3	4	Total	K	1	2	3	4	5	6	7	8	Total
Boys	303	358	337	288	1286	5	37	31	45	32	29	30	20	10	239
Girls	222	287	211	205	925	3	28	24	28	36	23	22	15	11	190
Total	525	645	548	493	2111	8	65	55	73	68	52	52	35	21	429

These data show that in the public schools 61% of the forms returned were for boys and 39% for girls. In the non-public schools the percentage was 56% for boys and 44% for girls. The overall percentage of boys and girls among the identified students was 54% and 46%, which indicates that the forms returned by the Pupil Personnel Teams had a larger sampling ratio for boys than for girls in both public and non-public schools.

The percentage distributions of the PPF questions for both boys and girls are given in the Appendix. As with the 1970-71 analysis, it was found that girls were evaluated more favorably than the boys on questions 1 through 12, with the exception of the item concerning family structure. The responses for boys and girls are significantly different (using the Chi-square test) at the 5% level or better, except for Q.5 - structure of the family, and Q.10 - follower--leader, where the girls averaged more than boys toward the "leader" end of the scale; however, in both instances, the differences are below the level of significance.

As in 1971, the student characteristics which the Teams again found most often in their caseload were:

The students were "fairly positive" in their self-image.
They were "friendly" in their behavior toward other students.
They were "fairly favorable" in their attitude toward school.
More of them came from families with only one parent than with both parents.
Their families were "fairly supportive" of their school efforts.

None of these responses were in the most favorable category. It was also found that less than 10% of the students were in the most unfavorable category.

In the personal characteristics section of the form, items 7-12, the Teams found identified students to be more on the favorable side of the five-point scale than on the unfavorable side on all items except the follower--leader scale, where almost half of the students were placed in the middle category, with slightly more students placed on the "follower" side of the scale than on the "leader" side. These scales were:

Uncooperative--Cooperative
Alert--Dull
Irresponsible--Responsible
Follower--Leader
Positive attitude--Negative attitude
Friendly--Unfriendly, hostile

Questions 13 through 16 concerned the number of contacts the Teams had had with and concerning these identified students. This was very difficult information to evaluate, as the overall number of contacts was probably more in proportion to the amount of trouble the child was having ("squeaky wheel") than related to any improvement in classroom performance or school adjustment. The following tabulation summarizes the number of contacts with both boys and girls reported by the Pupil Personnel Teams in this section of the Evaluation Form:

Summary of average number of contacts with and concerning students:

		Boys		Girls	
		Avg. N	%	Avg. N	%
PPF Q.13	Contacts with students	8.89	42	9.62	46
PPF Q.14	Contacts with family	4.08	20	3.98	19
PPF Q.15	Contacts with community	1.18	6	1.42	7
PPF Q.16	School personnel contacts	6.68	32	5.88	28
Total		20.83	100%	20.90	100%
N =		1451		1035	

This shows that almost 21 contacts were made by the Pupil Personnel Teams for each student reported on.

While the average number of contacts for boys and girls was almost identical, it will be seen that the distribution of the contacts between categories was slightly different. It was also found to be different within each category of contact, as shown in the following tabulation of percentages:

	Boys	Girls
Contacts with Students		
Direct one-to-one	63%	57%
In groups	37	43
	100%	100%
Contacts with Families		
At school	27%	30%
At home	37	37
By phone	36	33
	100%	100%
Community Contacts		
Health agency/clinic	38%	38%
Social services	40	42
Employment	4	3
Other	18	17
	100%	100%

	Boys	Girls
School Personnel Contacts		
Principal	12%	11%
Asst. Principal	5	5
Teacher, classroom	35	35
Teacher, other	12	14
School nurse	5	5
Counselor	9	9
Title I staff	18	17
Other school personnel	4	4
	100%	100%

No attempt was made to define "contact" other than to divide them according to type. For the specific instructions given the Pupil Personnel Teams regarding how to fill out the questionnaire, please refer to the copy of the questionnaire in the Appendix.

In the above tabulation, no difference is made between multiple contacts, e.g., 6, for a single child, and just one contact with 6 children. For a tabulation of multiple contacts of each type, please refer to Table A-11 in the Appendix.

Tabulations in the "other" category were as follows: Q.15 - procurement of clothing; Q.16 - diagnostic (48%), attendance officer (20%), speech (15%), tutoring (14%), and the rest miscellaneous.

The average number of contacts per student and the percentage in each category, by grade level, is also interesting:

		Grade 1		Grade 2		Grade 3		Grade 7	
Q.13	Contacts with students	7.17	40%	9.21	45%	12.12	47%	5.83	39%
Q.14	Contacts with family	3.79	21	4.15	20	4.96	19	2.61	18
Q.15	Community contacts	1.36	8	1.46	7	1.52	6	0.62	4
Q.16	School personnel	5.51	31	5.89	28	7.29	28	5.87	39
	Average total per student	17.83	100%	20.71	100%	25.89	100%	14.93	100%
	N =	555		648		563		527	

It will be seen that the average number of contacts per student increased from the 1st through the 3rd grade but dropped for the 7th. When the types of contacts were divided within each category the distributions were as follows:

	1st	2nd	3rd	7th
Contacts with Students				
Direct one-to-one	69%	64%	54%	75%
In groups	31	36	46	25
	100%	100%	100%	100%
Contacts with Family				
At school	29%	27%	29%	24%
At home	40	40	40	34
By phone	31	33	31	42
	100%	100%	100%	100%
Community Contacts				
Health agency	31	48	40	21
Social service	49	38	34	55
Employment	1	1	2	21
Other	19	13	24	3
	100%	100%	100%	100%

	1st	2nd	3rd	7th
Contacts with School Personnel				
Principal	9%	9%	10%	10%
Asst. Principal	3	3	4	15
Teacher, class.	35	34	38	30
Teacher, other	18	16	8	13
School nurse	5	4	4	8
Counselor	8	9	10	15
Title I staff	18	20	20	7
Other school personnel	4	5	6	2
	100%	100%	100%	100%

Contacts with students on a one-to-one basis decreased through the 1st, 2nd, and 3rd grades, but went up again in the 7th grade, where contacts with students in groups went down. Contacts with the family at home appeared to be the most frequent type in the primary grades, but telephone contacts were the most frequent in the 7th grade. The number of contacts with parents at school appeared to average about 27% in the four grades of Title I.

Community contacts with the 7th graders were quite different than for primary grades, particularly as employment becomes an important consideration as the students become older.

School personnel contacts were also different by grade level. The combined contacts with principal, assistant principal, and counselor accounted for 40% of the efforts of the junior high school Teams, while in the elementary grades it was only half that large a percentage.

49 variables obtained from the PPF, the SIF, from the test score information. The factor analysis obtained from the correlation matrix showed that the variables obtained from the PPF were, in general, not related to the variables obtained from either the teacher evaluations (SIF's) or the test scores. In addition, most of the variables obtained from the PPF divided themselves between two factors, one containing PPF items 1 through 12, and the other containing PPF items 13 through 16. It should be noted that Q.4, family structure, was omitted from the factor analysis because the options did not constitute a continuous variable. The factors and their percentage of the total variance were as follows:

Factor	Variable	% of Total Variance
I	PPF student characteristics (Q.1-3, 5-12)	29.16%
II	PPF contacts with and regarding students (Q.13-16)	21.86%
III	Student performance in reading and math (test scores)	20.09%
IV	Student school adjustment (SIF items)	14.97%
V	Summer school attendance	6.56%
VI	Reading and math gain (test score differences)	7.36%

In order to determine the relationship between gain in reading and math and the PPF items, a partial correlation was computed for each PPF item and these two variables, holding constant the correlations of the pretest scores in reading and math with these items. This technique eliminates the influence of the pretest score on the PPF items, and statistically controls for the difference in gains associated with the pretest score. These partial correlations and the correlations from which they were derived are shown in Table A-12 in the Appendix. The results of this analysis are summarized in the tabulation below, selecting from Table A-12 those partial correlations in which the value of r is greater than 0.100. Anything smaller than this value would not have been significantly different from zero with a sample of this size (N = 730).

Partial Correlations of Reading and Math Gains with Selected PPF Items

Reading	High gain associated with:	r=
Q.3	Very favorable attitude toward school	.214
Q.8	Alert	.193
Q.1	Very positive self-image	.178
Q.11	Positive attitude	.140
Q.9	Responsible	.135
Q.16G	Few contacts with Title I school staff	.134
Q.6	Very supportive family	.124
Q.7	Cooperative	.118
Q.4	No change in student's school situation	.105
Q.12	Friendly	.101

Math	High gain associated with:	r=
Q.1	Very positive self-image	.140
Q.8	Alert	.136
Q.4	No change in student's school situation	.134
Q.16D	Few contacts with teacher other than classroom teacher	.122
Q.10	Leader	.117
Q.3	Very favorable attitude toward school	.106

Values associated with gain in reading and mathematics test scores are shown. Each variable is given whose partial correlation was greater than 0.100. While these partial correlations are very low, they do indicate that many of the positive characteristics that the Pupil Personnel Teams found in identified students were associated with gain in reading and math, as was also true of the classroom teachers on the Student Information Form.

There were only two items from the contacts section of the PPF (Q.13-16) that had partial correlations greater than 0.100 on either reading or math, high reading gain being associated with few contacts with the Title I staff (Q.16G) (this could be assumed to be few contacts with the speech and hearing therapists, or the psychologist, which seems reasonable), and high math gain being associated with few contacts with "teacher, other" (Q.16D) (the Team members having few contacts with the math and/or reading specialists would probably mean that there were no serious problems in these areas, and hence gain).

3.540 Comparison of Classroom Teacher and Pupil Personnel Team Evaluations

Previous evaluations have pointed out differences between classroom teachers' and Pupil Personnel Teams' evaluations of the same students. In 1970-71 a number of items were worded the same way on the SIF and the PPF; however, due to the shortened form used in 1971-72 by the teachers, such comparisons were not possible except for two questions - these concerned family supportiveness and the student's attitude toward school.

The two questions concerning family supportiveness were:

PPF Q.6 - How supportive is his family of his school efforts?
Very supportive
Fairly supportive
Not very supportive
Not supportive at all

SIF Q.4 - Is his family supportive of his school efforts?
Most of the time — Not at all
5_______ 4_______ 3_______ 2_______ 1_______

The Master Analysis File contained 604 cases for whom there were answers to both of these questions. The distributions of these responses in terms of percentage of this sample were as follows:

	Teacher Evaluation (SIF)					
Pupil Personnel Evaluation (PPF)	Most of the time 5	4	3	2	Not at all 1	Total
Very supportive	2.3%	2.6%	5.3%	7.0%	8.6%	25.8%
Fairly supportive	6.3	9.6	13.7	10.9	9.8	50.3
Not very supportive	4.8	4.8	5.0	2.0	2.2	18.7
Not at all supportive	1.2	1.8	1.2	0.8	0.3	5.2
Total	14.6%	18.9%	25.2%	20.6%	20.9%	100.0%

This shows a good deal of difference in the evaluations by the teachers and the Pupil Personnel Teams, the Teams placing larger percentages of the students at the favorable end of the scale than did the teachers. If half of the students that teachers marked in the middle category were placed with the upper two groups, then a little over 30% of the students' families would be considered supportive by both teachers and Teams. There is even less agreement as to which families were not supportive. Again assigning half of the middle category of the teachers' evaluations to the lower evaluations, the table shows that there were 8.4% of the 604 student sample, or 51 students, marked adversely by both teachers and Teams.

The actual product-moment correlation between the two evaluations is r = -0.288, which, while statistically different from zero, has very little predictive value, as was seen from the comparison of the evaluations above.

The other items common to both the SIF and the PPF, while not really the same, did both relate to classroom performance, and have been found to be quite related in their characteristics. These were:

PPF Q.3 - How favorable is this student's attitude toward school?

Very favorable
Fairly favorable
Fairly unfavorable
Very unfavorable

SIF Q.3 - Does he voluntarily participate in classroom activities?

Most of the time ... Not at all

5______ 4______ 3______ 2______ 1______

Answers were available to both of these questions for 687 students. The distribution of these responses in terms of percentage of this sample was as follows:

Pupil Personnel Evaluation (PPF)	Teacher Evaluation (SIF) Most of the time 5	4	3	2	Not at all 1	Total
Very favorable	0.6%	2.6	5.1	4.5%	7.7	20.5%
Fairly favorable	3.1	12.5	19.8	15.4	8.7	59.5
Fairly unfavorable	1.3	4.9	4.5	2.8	2.0	15.5
Very unfavorable	1.5	1.3	0.6	0.7	0.4	4.5
Total	6.5%	21.3%	30.0%	23.4%	18.8%	100.0%

In this example, teachers again tended to spread their responses over the scale a good deal more than the Pupil Personnel Teams, who placed 80% of the students in the two most favorable categories to 28% in these two categories by the teachers. Again, as in the previous comparison on family supportiveness, when half of the students that teachers marked in the middle category were placed with the top two groups, it was found that 32% of the sample were considered by both teachers and Teams to have favorable attitudes toward school. There were 8.5% of our sample of 687, 58 students, considered by both teachers and Teams to have unfavorable attitudes toward school.

The actual product-moment correlation between these two variables is r = -0.036, which is not statistically different from zero. In other words, the same distribution of data might have been obtained by chance, and there appears to be no relationship between the responses of the Pupil Personnel Teams to PPF Q.3 and of the teachers to SIF Q.3.

3.600 SECONDARY SCHOOLS

During the 1971-72 school year the Title I programs within secondary schools were limited to the seventh-grade level in eleven junior high schools (four of these schools had been in the Title I program since its inception and seven had been added during the 1971-72 school year). Principals in the junior high schools were given considerable latitude in the operation of the program within their own school. The result was that change in performance of students within these schools could not necessarily be attributed to any specific Title I activity, and therefore the analysis which follows should be viewed as a summary of the status of the students in these schools as of the end of the school year. The measurements of the September and the June testing program, and the gains or losses observed, can serve as benchmarks for the measurement of future gains.

The statistical data available concerning Title I junior high school students consist of the September 1971 CTBS (Comprehensive Tests of Basic Skills) test scores, the June 1972 CTBS test scores, and a limited number of Pupil Personnel Team Evaluation Forms. The analysis of the data for the seventh grades has been included in the discussion of both test scores and the PPF information. Data from the Student Information Form were not available. A form similar to the Student Information Form used by the elementary schools was given out to junior high schools approximately in January, prior to the actual commencement of the 1971-72 Title I program, but these forms, at the request of the principals, were retained in the schools and were not available for evaluative analysis.

3.610 Test Score Information

In September 1971, the median grade equivalent scores for the 7th grade in reading and mathematics, as compared to all D.C. school students, were:

7th Grades	D.C.	Title I
Reading Total	5.1	4.7
Math Total	5.0	4.7

This indicates that the Title I 7th graders averaged four months behind the D.C. school 7th graders in reading, and three months behind them in math.

When the Title I students were tested in June 1972, the median reading score on the same test was 6.0 and the median math score was 6.1, indicating a gain of 1.3 years in reading and 1.4 years in math, which are considerably above the norms of one month increase per month of instruction.

An examination of the distribution of these test scores, however, reveals that only a small percentage of the 7th-grade students performed at grade level or above. The percentile distribution of the June 1972 testing shows the following:

	Percentile Points as of June 1972				
	10th	25th	50th	75th	90th
Reading (in grade equivalents, years)	3.6	4.5	6.0	7.1	8.7
Math (in grade equivalents, years)	3.9	4.8	6.1	7.0	8.3

These data indicate that, as measured by the CTBS, 17% of the 7th graders in Title I schools scored at or above grade level (7.8) in reading and 15% scored at or above grade level in mathematics.

It should be noted that, while the usual interpretation of standardized test scores is that the grade equivalents accurately reflect the reading ability near the center of the distribution (in this case, near the 7th grade), the interpretations are often misleading at the more extreme ranges. In the above distributions the data indicate that 10% of the 7th-grade students had grade equivalent scores of 3.6 or below, which are lower than the middle of the 3rd grade. This does not mean that these 7th-grade students should read 3rd-grade material, but rather that there were some 3rd-grade students who would have scored this high on the 7th-grade test. One of two inferences is likely from the fact that 10% of these 7th-grade students scored so low: the first is that they were very poor readers, and the second is that the test did not adequately measure their reading ability. It is not possible from the data available in this analysis to determine which inference is correct.

3.620 Matched Sample

The previous discussion concerns the performance of the 7th-grade class as a whole rather than the performance of individual students. As previously described, records on individual students, including the pretest and posttest information, were placed on the Master Analysis Tape. In this file there were 1200 students for whom both a September and a June test score were available (out of a total enrollment of 3863 Title I 7th-grade students). The sample of 1200 represents students from seven of the eleven Title I junior high schools, with a combined enrollment of 2428 (as of 2 March 1972), which gives a sampling ratio of 49.4%. The remaining schools did not test, for a variety of reasons, the most important one being the lateness of the designated testing date in the school year (the last week of May).

When these cases were divided by the quartile in which they were grouped on the September pretest (see page 3-4 of this chapter), the gains within each quartile were as follows:

	1st Quartile	2nd Quartile	3rd Quartile	4th Quartile
Reading	+1.3	+1.1	+0.7	+0.7
Math	+1.4	+1.1	+1.2	+1.1

All of these gains except the top two quartiles in reading were well above the expected one month gain per one month of instruction. However, when the Large City Norms for the CTBS were examined it was found, assuming that a student in June would be at the same percentile level within the 7th-grade population as he was in September, that the expected gain for students distributed as they were in this sample would not be one month per month of instruction. The usual expectation is that students above the median gain more than "normal" and those below the median gain less. It would appear that the Title I 7th-grade students, particularly those in the lower half of the grade, performed well above expectation in both reading and math.

3.630 Age-Grade Placement

A distribution was made of the year-of-birth information taken from the CTBS forms, in order to compare grade retention rates with those of previous years. Year of birth distributed by sex showed the following:

	1955	1956	1957	1958	1959	Total	N
Boys	1%	5%	24%	45%	26%	101%	711
Girls	-	2%	13%	46%	39%	100%	848

If students had entered the first grade in the year in which their sixth birthday occurred, then the students whose birthday was in 1959 would be at the proper age for the 7th grade if they had been promoted each year. It will be seen from the above tabulation that 26% of the boys and 39% of the girls appeared to have been promoted each year. It can also be seen that 30% of the boys and 15% of the girls in the 7th grade were two years or more older than normal for this grade.

In order to compare these figures with those of previous years, the comparable data were abstracted from the 1969-70 and 1970-71 evaluation reports as follows:

	Boys			Girls		
Age/Grade	1970	1971	1972	1970	1971	1972
1 year younger	-	-	-	1%	1%	-
At age for grade	21%	19%	26%	42%	30%	39%
1 year older	38%	40%	45%	35%	43%	46%
2 years older	34	32	24	19	23	13
3 years older	6	8	5	3	3	2
4 years older	1	1	1	-	-	-
N =	581	365	711	601	308	848

It should be noted that the basis for the 1972 data was different from that for 1970 and 1971. In 1970 and 1971 the information as to year of birth was derived from the Student Identification and Evaluation Form (SIEF) supplied by homeroom teachers, while the year of birth information for 1972 was taken from the CTBS form.

Sixty percent of the girls and 75% of the boys in the 7th grade in Title I schools were a year or more older than if they had been promoted each year since entering the first grade at age six. It has not been determined if these students entered school late or whether they had been retained one or more times. Some of the retention occurs within the 7th grade itself. In prior years it has been found that approximately 16% of the boys and 7% of the girls were repeating the 7th grade. This figure for the 1971-72 school year is not available for Title I schools for this analysis.

3.640 Relationship of Year of Birth to Reading and Math Test Score Quartile

The 7th-grade students were distributed by the quartile in which their reading and math scores in the September pretest placed them with reference to the entire 7th-grade D.C. school population. The cutoff points for these quartiles can be found on page 3-4 of this chapter. When these data were distributed by year of birth, the following tabulation resulted:

	Reading						Mathematics					
	1956&57		1958		1959		1956&57		1958		1959	
	N	%	N	%	N	%	N	%	N	%	N	%
1st Q.	144	52	168	27	65	14	111	47	168	28	66	15
2nd Q.	68	24	183	29	115	25	70	30	181	31	104	24
3rd Q.	43	16	161	26	119	26	38	16	151	26	137	31
4th Q.	21	8	109	18	159	35	18	7	90	15	133	30
Total	276	100%	621	100%	458	100%	237	100%	590	100%	440	100%

This tabulation shows that 76% of the students born in 1956 and 1957 were in the two lowest quartiles in reading, and 77% were in the two lowest quartiles in math, and would therefore be identified students. The distributions for the 1958 group were more nearly the expected 25% in each quartile, while for the 1959 group, 61% of the students were in the top two quartiles.

3.650 Relationship between Reading Quartile and Math Quartile

Because of the fact that during the current school year the primary identification of the students to receive Title I services depended upon whether or not they were below citywide medians in reading or math, it is important to know the relationship between the scores on these two variables.

The 7th-grade students in the sample were therefore distributed by quartiles on both the reading and math grade equivalent scores. The following distributions resulted (all figures are in percentage of the total sample):

Math Quartiles	Reading Quartiles 1st Q.	2nd Q.	3rd Q.	4th Q.	Total
1st Q.	13.7%	7.9%	4.0%	0.8%	26.4%
2nd Q.	8.5	9.9	7.3	2.4	28.1
3rd Q.	3.2	7.1	10.6	4.7	25.6
4th Q.	0.5	2.4	5.6	11.4	19.9
Total	25.9%	27.3%	27.5%	19.3%	100.0%

This tabulation can be used to estimate the number of students who would be included as identified for various cutoff levels, as shown below:

		A	B	C	D
City Percentile	Quartile Groups	Below Cutoff in Reading	Below Cutoff in Math	% Common to Both	Total
25th	Q1	25.9%	26.4%	13.7%	38.6%
50th	Q1 + Q2	53.2%	54.5%	40.0%	67.7%
75th	Q1 + Q2 + Q3	80.7%	80.1%	71.2%	89.6%

Formula: Column A + Column B - Column C = Column D.

If these percentages had been known before the Title I program started, it would be expected that, for the 25th, 50th, and 75th percentile cutoff levels, of the 3863 7th-grade students there would have been approximately 1491, 2615, or 3461 identified students, respectively.

3.700 NON-PUBLIC SCHOOLS

3.710 Background

Prior to the current year, the identification of students for Title I intervention was the same in non-public as in public schools; that is, it was based upon teacher and principal evaluation of educational needs and potential dropout. The grade levels involved were also the same. For the 1971-72 school year, test scores were used as the basis for identification of those students who were below grade median for the city, the parochial schools having their own testing program. Another difference was that the parochial schools were required by the guidelines to consider as identified only those students residing in the same attendance areas as regular Title I schools. Another difference was that the parochial schools designated identified students from all eight grades rather than limiting them only to the 1st, 2nd, 3rd, and 7th grades, as was done in the public schools.

3.720 Student Information Form

The same Student Information Form was used to assist in the evaluation in both the public and non-public schools. There were 639 of these forms received from the non-public schools, distributed as follows:

	Grades								
	1	2	3	4	5	6	7	8	Total
Holy Comforter	10	7	12	5	12	8	8	16	78
Holy Name	11	2	10	12	7	20	22	19	103
Holy Redeemer	23	14	18	17	16	15	0	0	103
Immaculate Conception	15	8	17	10	9	2	0	0	61
Our Lady of Perpetual Help	0	0	0	0	6	13	9	6	34
St. Martin's	11	7	10	10	11	11	11	8	79
St. Paul & St. Augustine	6	14	14	15	9	11	2	2	73
St. Peter's	15	15	10	29	17	12	0	10	108
Total	91	67	91	98	87	92	52	61	639

In the following analysis the responses for all these students will be given except where, for comparison, the distributions are limited to grades 1, 2, and 3.

Responses to the first question of the Student Information Form are tabulated in Table 7 (next page) - this question concerns the level of the reading instructional materials being used by the student.

Table 7

DISTRIBUTION OF IDENTIFIED NON-PUBLIC SCHOOL STUDENTS BY READING INSTRUCTIONAL LEVEL AND BY GRADE LEVEL

Reading	Grade							
Instructional Level	1	2	3	4	5	6	7	8
Reading Readiness (RR)	4	2			6			
Pre-Primer (PP)	26			1		1		
Primer (P)	30	3	1	3				
Grade 1 - first half (1^1)	30	7	1	1			2	
Grade 1 - second half (1^2)	9	18	2					
Grade 2 - first half (2^1)	1	18	14	1	3			
Grade 2 - second half (2^2)		46	16		1			
Grade 3 - first half (3^1)		6	25			2	2	
Grade 3 - second half (3^2)			40	10	11	2		3
Grade 4			1	73	15	20	22	7
Grade 5				11	54	29	12	2
Grade 6					1	45	24	7
Grade 7					1	1	32	22
Grade 8					8		6	59
Total	100%	100%	100%	100%	100%	100%	100%	100%
N =	91	67	91	97	78	92	50	59
1 year or more above grade level	1%	6%	1%	11%	10%	1%	6%	-
At grade level	39	64	65	73	54	45	32	59
1 year of more below grade level	60	30	34	16	36	54	62	41
2 years of more below grade level	-	5	4	6	10	25	38	19

The percentages in the upper part of the table which are below the dotted line represent those students at or above grade level in the reading instructional materials they were using. The lower half of the table shows the percentages of students within each grade at various levels above and below grade level. It will be noted that in the 1st, 2nd, and 3rd grades there were 40%, 70%, and 66%, respectively, reading at grade level or above.

Distributions by grade level for SIF Q-2 concerning the mathematics instructional level, were as follows:

	1	2	3	4	5	6	7	8
Ahead of grade level	1%	-	1%	4%	7%	-	-	-
At "normal" grade level	96	87	82	78	63	66	35	49
Behind 1 year or more	3	13	17	18	30	34	65	51
Behind 2 years or more	-	3	-	4	15	14	35	18
N =	91	67	90	93	87	92	48	55

From this table it will be seen that in the 1st, 2nd, and 3rd grades there were 97%, 87%, and 83%, respectively, reading at grade level or above.

There were 637 responses to SIF Q-3 concerning voluntary participation in classroom activities, which distributed as follows:

	Scale Value	Boys	Girls	Total
Almost always	5	20%	31%	26%
	4	26	27	27
	3	29	28	28
	2	20	11	15
Not at all	1	5	3	4
		100%	100%	100%
N =		291	348	653
Mean Scale Value		3.36	3.71	3.56
S.D.		1.11	1.09	1.14

The mean scale value for girls was higher than for boys, and the difference is statistically significant at greater than the 1% chance level. When the averages by grade were examined it was found that the mean scale values decreased as grade level increased; in other words, teachers found students at the lower grade levels were participating more than students in the upper grades.

SIF Q-4 concerning family supportiveness also showed more favorable scores for girls than boys. The following tabulation (next page) shows this distribution by sex.

The tabulation shows that over 60% of the parents of these Title I students were in the two most favorable categories on this question, with a significant difference between the parents of boys and girls. As in Q-3, the higher the grade level the lower the mean scale values by grade; in other words, teachers found parents of students in the lower grades more supportive than in the higher grades.

	Scale Value	Boys	Girls	Total
Most of the time	5	35%	46%	42%
	4	22	21	21
	3	30	20	24
	2	11	11	11
Not at all	1	2	2	2
		100%	100%	100%
N =		282	334	632
Mean Scale Value		3.76	3.98	3.89
S.D.		0.95	1.16	1.13

SIF Q-5 and Q-6 concerned two of the primary problems contributing to poor educational progress, behavioral problems and communication problems. The frequency of these problems were reported as follows for non-public school students:

	Behavioral Problems			Communication Problems		
Grades 1-8	Boys	Girls	Total	Boys	Girls	Total
Severe problems	15%	4%	9%	14%	4%	9%
Some problems	31	18	25	26	17	21
No problems	54	78	66	60	79	70
N =	291	346	653	289	346	651

The above tabulation is for grades 1 through 8 combined. There appeared to be very little difference between grades in each category for behavioral problems, but in the communication area the percentage of students with problems increased somewhat with grade, as can be seen by a comparison of the above tabulation for grades 1 through 8 with the tabulation below for grades 1, 2, and 3 combined:

	Behavioral Problems			Communication Problems		
Grades 1-3	Boys	Girls	Total	Boys	Girls	Total
Severe problems	15%	6%	10%	9%	0%	4%
Some problems	28	12	20	26	14	19
No problems	57	82	70	65	86	77
N =	118	130	248	116	131	247

This shows that non-public school teachers found 6% of 130 identified girls in the 1st, 2nd, and 3rd grades with severe behavioral problems, and none with severe communication problems. However, 15% of 118 identified boys had severe behavioral problems, and 9% had severe communication problems.

In order to find out the relationship between behavioral and communication problems, all the responses for SIF Q-5 were distributed by the responses for SIF Q-6:

Communication Problems	Behavioral Problems							
	No		Some		Yes		Total	
	N	%	N	%	N	%	N	%
No	354	54	89	14	14	2	457	70
Some	58	9	57	8	22	4	137	21
Yes	20	3	16	3	20	3	56	9
Total	432	66	162	25	56	9	650	100%

This shows that, for this small sample, while 9% had severe behavioral problems and 9% had severe communication problems, only 3% of the same students had both problems.

SIF Q-7 concerned students repeating grades. By grade and sex, these percentages were as follows:

	Grades								
	1	2	3	4	5	6	7	8	Total
Boys	21%	19%	19%	5%	3%	2%	24%	0%	11%
Girls	14	12	6	9	4	0	3	0	6
Total	18%	15%	12%	7%	4%	1%	12%	0%	8%

Although the overall percentages above are probably fairly reliable, the sample sizes by grade are so small that these may be unreliable.

In order to determine the relationship of age to grade, the year of birth was tabulated for boys and girls in each grade. This table (next page) assumes that a student entered the first grade during the year in which his sixth birthday occurred.

These distributions show that more girls were at the proper grade level for their age than boys. The difference is less noticeable in the primary grades than in the higher grades.

The average number of days absent appeared to drop for both boys and girls from the 1st to the 5th or 6th grades and then increase in the 7th and 8th grades. However, as the scale used on the form at the lower levels of absence was rather broad, it is more meaningful to show the percentage of students at each grade level who were absent 20 days or more.

Absent 20 Days+	1	2	3	4	5	6	7	8	Total
Boys	8%	7%	5%	9%	0%	3%	6%	9%	6%
Girls	7	5	6	2	0	6	4	6	4
Total	8%	6%	5%	5%	0%	5%	5%	7%	4.5%

Table 8

DISTRIBUTION OF YEAR OF BIRTH BY GRADE LEVEL FOR BOYS AND GIRLS IN NON-PUBLIC SCHOOLS

	N's - Boys								N's - Girls							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
1966	2								3							
1965	32								26	5						
1964	9	18	2						7	26	1					
1963		7	26	1	1					8	42	2				
1962		2	11	18							4	35				
1961			4	17	16						1	13	26			
1960				4	14	16						2	16	27		
1959					3	18	11						2	10	15	
1958					1	2	4	15							8	23
1957						2	2	8						1	2	9
1956															1	
Total N =	43	27	43	40	35	38	17	23	36	39	48	52	44	38	26	32

	Percentages - Boys								Percentages - Girls							
2 years ahead					3											
1 year ahead	5		5	3					8	13	2	4				
At grade level	74	67	60	45	45	42	65	65	73	67	88	67	59	71	57	72
1 year behind	21	26	26	42	40	48	24	35	19	20	8	25	36	26	31	28
2 years behind		7	9	10	9	5	11				2	4	5		8	
3 years behind					3	5								3	4	

SIF Q-9 asked whether this student should receive priority Title I treatment. The distribution for boys and girls, all grades combined, follows:

Priority for Title I Treatment	Boys	Girls	Total
Highest	35.5%	20.9%	28.0%
Middle	32.1	33.4	32.3
Lowest	16.2	19.4	17.7
No treatment	16.2	26.4	22.0
Total	100.0	100.0	100.0
N =	290	345	651
Mean	1.13	2.51	2.34
S.D.	1.07	1.09	1.11

This shows that teachers felt that 22% of the identified students were in no real need of special treatment. However, they did feel that 60% of them should have priority in receiving treatment (boys, 67.6%; girls, 54.3%).

3.730 Summary

Student Information Forms were received for 639 identified students in grades 1 through 8 of the non-public schools of the District of Columbia. All of these students resided in the attendance areas for Title I public schools, but only 47% of them were in grades 1, 2, 3, and 7.

More than half of the students in most grades were using reading instructional materials at or above grade level. In the 1st, 2nd, 3rd, and 7th grades, these percentages were 40%, 70%, 66%, and 38%, respectively. In mathematics instructional materials, these percentages were 97%, 87%, 83%, and 35%, respectively.

The level of voluntary participation in classroom activities was quite high, with 43%, overall, of the identified students in the two highest categories on a five-point scale. The level of family supportiveness of the student's school activities was also quite high (63% in the top two categories on a five-point scale).

There were 9% of these identified students whose teachers felt they had severe behavioral problems, and another 9% with severe communication problems with interfered with educational progress. Approximately 3% of the same children had both behavioral and communication problems to a severe degree.

The percentage of identified students who were repeating the grade decreased with grade level. The percentages in the 1st, 2nd, 3rd, and 7th grades who were repeating the grade were 18%, 15%, 12%, and 12%, respectively.

The percentage of students who were absent for 20 days or more during the evaluation period decreased with grade until the 5th grade, then increased through the 8th grade. The percentages for the 1st, 2nd, 3rd, and 7th grades were 8%, 6%, 5%, and 5%, respectively.

The percentage of identified boys and girls in the non-public schools who were over age for grade increased from approximately 20% in the 1st grade to 58% of the boys in the 6th grade and 43% of the girls in the 7th grade.

When asked to indicate the priority of treatment for the identified students, non-public school teachers put 28% in the highest priority (1) and another 32% in the middle priority (2). Twenty-two percent were indicated as not needing Title I treatment.

In every item of the SIF, girls were rated by their teachers more favorably than boys.

CHAPTER 4

4.000 SUMMARY AND CONCLUSIONS

4.100 OVERVIEW

The 1971-72 ESEA Title I program for the District of Columbia was a distinct departure from the previous Title I programs. It was designed to capitalize on the success of the "learning center" concept of the 1971 summer program, when significant gains in both reading and mathematics were achieved, through the use of a saturated learning environment in which all school activities were focused upon improving reading and math skills.

While the number of Title I schools during the 1971-72 school year was increased to 65 from the 34 of the previous year, the number of students was reduced from 18,400 to approximately 14,300 by providing Title I services for only identified students in grades 1, 2, 3, and 7 of the public schools and grades 1 through 8 of the non-public schools in the 65 schools designated as Title I schools. These identified students were selected on the basis of their low test scores in reading and/or mathematics. All the efforts of the Title I staff went into alleviating the educational problems of these students, either directly through special instruction and assistance or indirectly through the provision of additional personnel and through staff development and training.

4.200 OBJECTIVES OF THE PROGRAM

The overall objectives of the 1971-72 program, as stated in the Plan of Operation, ESEA Title I, FY1972, Department of Federal Programs, D.C. Public Schools, for the full school year were, in brief:

- To raise reading and mathematics achievement level one year five months.
- To reinforce, enrich, and extend skill mastery through integration of the special subject areas.
- To broaden the experiential backgrounds of the children.
- Secondary objectives to include:
  - To recognize and accept the values and contributions of each subject to reading and mathematics.

.. To increase teacher competency in such aspects as learning diagnosis, prescriptive teaching, individualization of instruction, organizing the classroom for learning, discriminatory selection and efficient use of learning materials, etc., and in the use of resources such as workshops, resource people, parents and community persons, outside consultants, professional materials, etc.

Because the program did not operate for a full school year, it was not reasonable to expect to raise reading and mathematics achievement levels one year and five months. In addition, many of the secondary objectives, particularly as they required additional staffing and training, could be only partially realized.

4.300 BASIS FOR THE EVALUATION

The statistical evaluation attempts to relate change in student performance in reading and mathematics between administrations of standardized tests in September 1971 and June 1972 to student characteristics obtained from the subjective evaluations by classroom teachers and the Pupil Personnel Teams.

Other aspects of the program not directly related to student gain in test performance have been evaluated by means of conferences, interviews, and observations by the evaluation team, and the analysis of responses to questionnaires of the various personnel involved in the Title I program.

4.400 FINDINGS AND CONCLUSIONS

4.410 Statistical Analysis of Test Results

In the eight months between the fall 1971 and the spring 1972 testing, the median grade equivalent scores for students in the Title I schools increased as follows:

	Reading Gain	Mathematics Gain
Grade 2	1 year, 0 months	9 months
3	1 year, 0 months	9 months
7	1 year, 3 months	1 year, 4 months

These gains are based upon the Large City Norms of the California Achievement Test in the 2nd grade, and of the California Test of Basic Skills in the 3rd and 7th grades.

When the pretest and posttest scores of individual students were matched and gain computed for each individual student, it was found that students in the lowest fourth (quartile) of their class, compared to all D.C. school students in the corresponding grade based upon grade equivalent scores of the CAT (grade 2) and CTBS (grades 3 and 7), gained more in both reading and mathematics than in all but one of the other quartiles. The average gains in this lowest quartile were:

	Average Reading Gain	Average Mathematics Gain
Grade 2	1 year, 2 months	1 year, 1 month
3	1 year, 4 months	1 year, 7 months
7	1 year, 3 months	1 year, 4 months

These gains are all well in excess of the expected one month per month of instruction.

When the matched scores for students in the lower middle quartile of their grade (upper half of the identified students) were checked, it was found that they averaged more than one month per month of instruction in both reading and mathematics except for the 3rd-grade students in reading. The average gains of these identified students in the next-to-bottom quartile were:

	Average Reading Gain	Average Mathematics Gain
Grade 2	1 year, 2 months	1 year, 0 months
3	6 months	9 months
7	1 year, 1 month	1 year, 1 month

Within grades it was found that there was considerable variability as to how much students gained or lost. In the 2nd grade, 55% of the students, regardless of being identified or not, gained at least a half year more than the expected one month per month of instruction in reading. There were 44% who gained at least a half year more than expected in mathematics. In the 3rd grade, these percentages were 44% in reading and 52% in mathematics, and in the 7th grade, were 46% in reading and 56% in math. On the other hand, there were large percentages of students who did not show the expected gain. The percentages of students in each grade whose grade equivalent scores on the posttest in June were only 5 months or less higher than on the pretest in September were: 2nd grade - 20% in reading and 25% in mathematics; 3rd grade - 34% in reading and 24% in math; 7th grade - 35% in reading and 24% in mathematics.

A comparison of the gain in reading and mathematics of identified and non-identified students is possible only for those students in the two highest quartiles, since all students in the two lowest quartiles were identified. In each of the two highest quartiles on both reading and math, in both the 2nd and 3rd grades the non-identified students gained more than the identified ones. The only group of identified students that did not gain at least one month per month of instruction was in the third quartile of the 3rd grade where the average gain was only 7 months.

4.420 Student Information Form Analysis

In responding to the questions of the Student Information Form, classroom teachers reported that only 21% of the 1st-grade students, 40% of the 2nd-grade students, and 33% of the 3rd-grade students were at or above their grade level in the reading instructional materials they were using. There were 30% of the 2nd-grade and 13% of the 3rd-grade students who were still using reading materials for the primer or lower lovel. Most of these (82%) were identified students.

In arithmetic instructional materials used, teachers reported that 75% of the 1st graders, 66% of the 2rd graders, and 56% of the 3rd graders were using materials at or above their grade level. There were only 5% of the 2nd grade and 3% of the 3rd grade still at the Arithmetic Readiness level. Three-quarters of these students (76%) were identified.

Non-identified students were evaluated by their teachers as voluntarily participating more in classroom activities than identified students. However, there were still large numbers of identified students in the "most of the time" category, as well as non-identified students in the "not at all" category.

Non-identified students were evaluated by their teachers as having more supportive families than identified students, although there were many identified students whose families were considered to be supportive "most of the time" and large numbers of non-identified students whose families were "not at all" supportive.

More identified than non-identified students had serious behavioral problems that interfered with their educational progress (11% and 7%, respectively). There were also more identified than non-identified students who had behavioral problems that interfered "some" with their educational progress (23% and 18%, respectively). It was also found that three-fourths of the students who had severe behavioral problems were in the identified category. Had the distribution been made on a strictly chance basis, the percentage would have been approximately two-thirds.

More identified than non-identified students had serious communication problems that interfered with their educational progress (10% and 6%, respectively). There were also more identified than non-identified students who had behavioral problems that interfered "some" (21% and 14%, respectively). It was also found that 78% of the students with severe communication problems were in the identified category. Had the distribution been made on a strictly chance basis the percentage would have been approximately two-thirds.

The percentages of students repeating the grade were: 1st grade - 18.3%, 2nd grade - 13.0%, and 3rd grade - 12.4%. The percentage repeating these grades appears to have increased slightly since 1968-69.

The percentage of students absent 20 days or more between September 1971 and March 1972 was greater for identified students than for non-identified (14.5% and 12.6%, respectively). The percentage absent 20 days or more decreased by grade level (17.6%, 12.5%, and 11.3%, respectively, for the 1st, 2nd, and 3rd grades), and girls were absent more than boys in these three grades. There was more difference between grades than there was between identified and non-identified students.

When asked what priority they would assign to the educational needs of their students, teachers assigned higher priority to identified than to non-identified students. However, there were still large percentages of identified students for whom teachers recommended little or no priority for treatment; and on the other hand, there were large percentages of non-identified students whom teachers thought should have the highest priority or the middle priority for treatment.

It was found that there were sizable numbers of students who were older than normal age for grade, based upon entrance into the 1st grade in the year each child became six years old. The percentages of boys who were a year or more older in grades 1, 2, and 3 were 25%, 37%, and 44%, respectively. For girls, these were 21%, 28%, and 30%, respectively.

As in all previous studies of teacher evaluations of Title I students, it was found that the ratings for girls were higher (more favorable) than those for boys, on most of the items of the evaluation form. Girls were ahead of the boys in reading and arithmetic instructional materials level; they participated significantly more in the classroom; and fewer girls than boys had behavioral or communication problems which interfered with educational progress. There were fewer girls than boys repeating the grade, at every grade level, whether identified or not. Teachers also felt that fewer girls than boys were in need of high priority Title I treatment.

On two items of the Student Information Form there was very little difference in the teacher ratings between boys and girls. The supportiveness of the families, although in favor of the girls, was only slightly different from the boys; and the percentage of girls absent more than 20 days during the period of the evaluation exceeded that of boys (15% for girls and 13% for boys).

It was found that a larger percentage of students with educational problems as rated by teachers on the SIF would have been designated as "identified students" had the top two priorities ("highest" and "middle") of SIF Q.9 been used as the criterion for selecting identified students instead of the test score criterion actually used. This difference occurred not only with the subjective evaluations of student problems by teachers but also when grade retention and days absent were considered.

Approximately 10% of the 2nd- and 3rd-grade students had behavioral problems which interfered with educational progress, and 6% had communication problems; however, only 3% of these had BOTH behavioral and communication problems. More boys had behavioral and communication problems than girls, both identified and non-identified.

A tabulation of gain in reading score measured in grade equivalents against reading instructional materials level showed that as the reading instructional level rose, so did the gain in all four quartiles of the 2nd and 3rd grades. However, within each instructional level, less gain was found at the higher quartiles than at the lower ones.

The same was true when gain in arithmetic score was tabulated against arithmetic instructional materials level; and less gain was also found at the higher quartiles than at the lower quartiles of the 2nd and 3rd grades.

The same was also true concerning the relationship of the other questions of the SIF to reading and math gain; that is, the gains went up within all quartiles for the more favorable responses to each question. Also, when similar responses were compared across quartiles, the higher the quartile the lower the gains. One exception was found to this relationship - the gains found for students with "some" behavioral problems were no better than those with "severe" behavioral problems in almost every quartile. The similarity was more evident in reading than in mathematics.

4.430 Pupil Personnel Team Evaluation Form Analysis

Pupil Personnel Teams, as in the previous year, found the students in their caseload to have positive characteristics, such as: they were friendly in their behavior toward other students, fairly favorable in their attitude toward school, had fairly positive self-images, and were from families who were fairly supportive of their school efforts. Fewer than 10% of the students were evaluated as being in the most unfavorable of the categories on the evaluation form.

The Teams, again as in the previous year, rated the students in their caseload to be on the favorable side of the personality characteristics, on a five-point scale. This included such characteristics as: cooperative, alert, responsible, positive attitude, and friendly.

Pupil Personnel Teams reported an average of over 21 contacts with or about each student in their caseload. The largest number of contacts was with the student himself, either direct one-to-one or in a group. The second largest number of contacts concerning the student was with school personnel, the largest percentage being with the classroom teacher. The 21 contacts divided roughly as 9-10 with the student himself; 4 with the student's family, either at school, at their home, or by telephone; 1 community contact; and 6-7 with school personnel. Contacts with or concerning students increased with grade level in the primary grades but decreased for the 7th grade. The number of contacts for grades 1, 2, 3, and 7 averaged 18, 21, 26, and 15, respectively. In general there was very little difference in the number of contacts for boys and girls.

Factor analysis of the Pupil Personnel Team information in conjunction with classroom teacher evaluations and test score information indicated that there was very little relationship between the three sources of information. It was found that the variables obtained from the PPF tended to divide themselves into two parts - those relating to student characteristics, and those concerning student contacts.

The highest relationship between the Pupil Personnel Team evaluations of student characteristics and gain in reading and math was found in favorable ratings of attitude toward school (PPF Q.3), alert (Q.8), very positive self-image (Q.1), and no change in the student's school situation (Q.4). Other items which showed a positive relationship to gain in reading and math were positive attitude (Q.11), responsible (Q.9), very supportive family (Q.6), cooperative (Q.7), and friendly (Q.12). One other item showed a positive relationship to gain in math: leader (Q.10).

In general, the Pupil Personnel Teams tended to find the students' families more supportive of their school efforts than did the teachers. There was very little agreement between the Teams' rating of a student's attitude toward school and that of the classroom teacher.

4.440 Secondary Schools

Test scores for Title I 7th grades in reading and mathematics placed the median student four months behind the D.C. school median student in reading and three months behind in mathematics at the beginning of the 1971-72 school year. These Title I 7th-grade students were almost 2.5 years behind the Large City Norms of the California Test of Basic Skills (CTBS); however, during the year the 7th-grade students gained 1.3 years in reading and 1.4 years in mathematics, an increase of 5 months in reading and 6 months in math more than the normal one month gain per month of instruction.

When 7th-grade students were grouped by the quartile of the class in which their September test score placed them, it was found that those in the bottom quartile gained the most in both reading and mathematics. However, even after this gain, these students in the bottom quartile of the 7th grade, all of whom were identified students, were still more than 3 years behind the Large City Norms in reading and math. The students who were in the second-lowest quartile averaged gains of 1.1 years in both reading and math, and at the end of the school year they were still slightly more than 2 years behind normal grade level as measured by the Large City Norms of the CTBS.

Approximately 17% of the Title I 7th-grade students were at or above grade level in reading as measured by the CTBS Large City Norms, and 15% scored at or above grade level in mathematics.

Sixty percent of the girls and 74% of the boys in the Title I 7th grades were a year or more older than if they had been promoted each year since entering the 1st grade at age six. Thirty percent of the boys and 15% of the girls were two years older than "normal."

4.450 Non-Public Schools

Information was available for 639 identified students in the eight non-public schools in the Title I program in the District of Columbia. These students were in grades 1 through 8 and resided in the attendance areas of the regular Title I public schools.

The percentage of students in grades 1-8 who were at or above their grade level in the reading instructional materials they were using were 40%, 70%, 66%, 84%, 55%, 46%, 38%, and 59%, respectively. In the arithmetic instructional materials used, teachers reported that the percentages at or above grade level for grades 1-8 were 97%, 87%, 83%, 82%, 70%, 66%, 35%, and 49%, respectively.

Over half of the students were evaluated by their teachers as voluntarily participating in classroom activities above the middle of the five-point scale, with relatively few (4%) in the "not at all" category.

Teachers found that 63% of the families of these students were supportive of their child's efforts in school, while only 13% were thought to be on the lower end of this scale.

Nine percent of these students had severe behavioral problems and another 9% had severe communication problems that interfered with educational progress. More of these students were boys than girls.

Repeating the grade was more prevalent in the primary grades than in the higher ones. For the 1st, 2nd, and 3rd grades the percentage repeating was [illegible], 15%, and 15%, respectively. In the 7th grade it was 12%.

There were approximately 4.5% of these identified students who had been absent 20 days or more during the evaluation period. The largest percentage was in the 1st grade, with 8%. The other grades showed 6%, 5%, 5%, 0%, 5%, 5%, and 7%, for grades 2-8, respectively.

Non-public school teachers assigned highest priority for Title I treatment to 26% of these students, more of them being boys than girls. In the middle priority category the percentage was 32%, while in the "no priority" category the percentage was 16% for the boys and 26% for the girls.

4.500 ANALYSIS OF QUESTIONNAIRE INFORMATION

The previous sections of this chapter have relied primarily upon two questionnaires and two sets of test scores for the analysis of the Title I student population. In the present section an attempt has been made to extract from the many thoughtful responses and comments of principals, instructional coordinators, classroom teachers, reading and math resource teachers, instructional aides, members of the Pupil Personnel Services Teams, and many others, not only the positive evidences of progress in the assistance of Title I students but also constructive comments and criticism of the program. These are taken from the descriptions of the duties and responsibilities of these Title I staff members from Chapter 2 of this report and from the more complete listing of the responses to the many questionnaires to be found in the Appendix.

It is felt that many of the suggestions and comments will help to produce a better program through improved administration and planning of in-service training for all echelons of Title I personnel.

4.510 Instructional Coordinators

The instructional coordinators provided leadership in the group of schools which composed their cluster, and were responsible for insuring that everything possible was done to carry out the objectives of the Title I program. They acted as liaison between school personnel and Title I administrators, and assisted with in-service training at all levels. In spite of the late start of the program, slowness in recruiting essential personnel, and frustrations connected with lack of clerical assistance and procurement of supplies, the coordinators managed to instill enthusiasm for the program in the majority of their staff and in the teachers and principals with whom they worked.

Among the recommendations made by the instructional coordinators to improve the program were:

- .. Full day released time for staff development rather than half-day.
- .. More workshops for instructional aides.
- .. Training in the use of special classroom materials to be provided before rather than after the program is implemented.
- .. Better system of communication established throughout the Title I program to include not only the personnel within the Title I school but the Title I staff, department heads, and Pupil Personnel workers and aides.
- .. More local authority to make decisions.
- .. Smaller clusters of schools.

4.511 Reading Resource Teachers

Within each Title I school the major instructional resource person was the reading resource teacher. These teachers attended workshops before reporting to their schools, and additional in-service training was supplied on the job by the instructional coordinators and other staff members.

There was a considerable difference in the workload of the various reading resource teachers, ranging from 21 to 250 students, with a median of approximately 50 students. Nor was there any particular pattern as to the number of students in her working group or the times per week she met with her students. Working conditions were often far from ideal. While approximately 40% of them said they had their own room in which to work with their students, many shared a room, others occupied a part of a regular classroom, and others used the teachers' room or made other arrangements.

Every reading resource teacher said she had used "teacher-made" materials and instructional aids, and most of them found students "very responsive" to these materials, especially where used to remediate a specific skill deficiency or learning difficulty.

Among the positive aspects of the program most frequently cited by these teachers were: small group instruction, reinforcement of classroom teachers' work in areas of student weaknesses, providing remedial help, and the flexibility of the program.

The most frequent suggestions for improving the program were:

.. Implementing the program in September.

.. Better system for obtaining materials and equipment.

.. More workshops.

.. More resource teachers, so instructional groups could be smaller and working periods could be longer and more frequent.

.. Better communication between regular and Title I personnel.

Responses differed considerably from school to school as to the nature of the relationships between the resource teacher and other school personnel. For the most part, they described their contacts as being "excellent," "helpful," "cooperative," etc., but there were also instances of little or no contact, or lack of communication. In connection with contacts with parents, the usual comment was "very infrequent" where reported at all.

4.512 Mathematics Resource Teachers

The mathematics resource teacher was the major instructional resource person for math within the Title I schools for both teachers and identified students. As with the reading teachers, the average teaching experience of this group was about 5 years, and they were given specific instructions in their responsibilities at workshops before reporting to their schools.

There was a considerable difference in the workload of these teachers, varying from a low of 18 students to a high of 146, with a median of about 65. Most of them worked with groups of students ranging from 3 to over 10, with a median group size of 5-6 students. The time spent with each child per week varied from 35 minutes to 150 minutes.

As with reading resource teachers, working conditions were far from ideal in many cases. Although many of them had their own room in which to work, others used a separate area of a classroom, shared a room with another teacher, or made some other arrangements. One math resource teacher met her students in the hall outside a classroom, and another used a cloakroom.

Among the positive aspects of the program most frequently cited by math resource teachers were: working with students in small groups, providing remedial help that students were unable to get in the classroom, materials and activities which were interesting and exciting, and close personal contact with the children.

They reported that most of the teaching aids they used for instruction were teacher-constructed. These included games, charts, flash cards, puzzles, and a great many other materials and learning packages. They also felt the students were "very responsive" to these materials, although many found the degree of responsiveness depended a great deal upon the type of material and subject matter.

Recommendations for improvement of the program included the following:

.. Start the program at the beginning of the year.

.. More teachers, so each teacher would have fewer children to work with, plus smaller groups and longer periods with each group.

.. Separate room for each teacher.

.. Materials on hand when the program begins.

.. Clearer guidelines for the program and for the roles of the personnel involved.

In describing their contacts with other Title I personnel, their responses generally were "excellent," "cooperative," etc. There were only limited contacts with parents, with "no contact" reported from 18 of the 38 math resource teachers, and blanks from 8 others.

4.513 Classroom Teachers

There were more than 500 classroom teachers involved in the Title I program. While the funds for these teachers came from the general budget, the additional staff development training, teacher aides, and additional materials and equipment came from Title I funds. Each 3rd-grade teacher was scheduled to have a full-time aide, and teachers of 1st and 2nd grades were to have a half-time aide. Delays in filling vacancies for the program seriously interfered with reaching these objectives prior to the end of the school year. Altogether, 45% of the teachers had no teacher aide at the end of the program, 42% had a part-time aide (usually half-time), and the remaining 13% had a full-time aide. There were more aides in the older Title I schools than in the schools newly added to the program, primarily as the aides were carried over from the previous year.

Teachers found the reading and math resource teachers "very" and "moderately" useful in helping meet the objectives of the program. They found the Pupil Personnel Teams next most useful. Teachers reported in many cases only infrequent contact with the instructional coordinators and with other members of the Title I staff.

Teachers found the addition of the resource teachers the most positive aspect of the program, since they provided extra help for children needing special help in reading and math, and thereby freed them (the classroom teachers) to work more with the other students. They also liked the Title I cultural enrichment activities, the additional educational aides, and the Pupil Personnel Teams. Most of them found the workshops to be very helpful. (See Appendix for complete list.)

Teacher recommendations for improving the Title I program included:

.. Start the program in September.

.. Provide more instructional aides.

.. Use a different procedure for selecting identified students, using more teacher judgment, as the most needy children were not always identified using test scores.

.. More experienced and better trained personnel.

.. More resource teachers, so all Title I children could be seen daily.

.. Better guidelines for resource persons, aides, and teachers, as to responsibilities, duties, spheres of work, etc.

.. Better communication among all facets of the program.

.. More cultural enrichment trips.

.. More equipment and supplies, more readily available.

.. More workshops.

4.514 Instructional Aides

There were 245 instructional aides (teacher aides) assigned to the Title I schools during the 1971-72 school year. Many of them in the old Title I schools had been there since the beginning of the school year, while most of those in the schools added to Title I during 1971-72 had to be recruited and trained after the program became operational. Aides reported that their most frequently assigned task was to work with individual students on a one-to-one basis or with small groups of students. Performing housekeeping duties was the least frequent task performed, with clerical and non-instructional duties next to last. This is in contrast to reports for previous years when housekeeping duties occupied a considerable portion of aides' time.

The majority of the aides had attended workshops during the current year, with more in the new schools than in the old schools. Almost three-fourths of them wanted additional workshops and suggested that the subjects covered should include: reading and math, particulary reading and math games, phonics, and modern math methods; handwriting and printing; arts and crafts; how to work with and relate to slow children and problem children; workshops for teachers and aides together; various skills and techniques in ways to reach children; homework centers; and approaches to behavioral modification.

Eight out of nine aides felt that their skills were being utilized. Many had suggestions for making the program more effective, among which were:

- .. Hire more aides so that every Title I teacher could have a full-time aide.
- .. The program would be more effective if principals would not take the aide from the classroom so often; the teachers were afraid to give aides certain children to work with when they were taken out of the class so often.
- .. More workshops and staff development meetings.
- .. Teachers should plan their work along with their aide.
- .. The program would be more effective if there were an established career ladder - some definite promotion and salary schedule.

The instructional aides thought the program was "wonderful," and that they were contributing to it. Quite often aides thought they were able to reach some of the children that the teacher could not because they had more time to give individual attention to specific children. They felt that they need to develop more skills for helping within the class, and they want to be a recognized part of the program.

4.515 Health Aides

This limited and experimental program provided health services within some of the schools. The health aides felt they were assisting the program by helping to improve the health and well-being of the students, and relieving other personnel from such duties as hearing and vision screening, measurement of height and weight, assisting visiting physicians, and making home contacts to urge parents to have students' detected defects corrected.

4.516 Pupil Personnel Workers and Aides

The assistance of the Pupil Personnel Teams to the Title I program has been a positive factor since the beginning of Title I in 1966. The length of time the workers and aides in the 1971-72 program had been working in their particular school varied from less than a month to six years.

The Teams in the newer Title I schools mentioned most frequently as their main activity making home visits and procuring clothing for the children, while in the older schools more mention was made of contacting parents by phone and escorting children to clinics and other appointments.

The problems most often encountered by the Teams in carrying out their duties were: inadequate working space and facilities; inadequate communication between regular school staff, Title I personnel, administration, parents, etc.; identified students whose siblings needed services but were not eligible; lack of funds to provide special or emergency assistance (see the Appendix for a more complete list).

Many workers and aides suggested topics for workshops, such as work in child development, nutrition, and for parental training programs to assist their children. Many regretted their inability to follow up on identified students of previous years such as those in the 4th, 5th, and 6th grades in the same schools with whom they had done so much work in previous years.

4.517 Speech Correctionists

These members of the Pupil Personnel Teams attempted to serve between 5 and 10 schools each, and to assist an average of 125 students each. In addition to recommending that there be more Title I speech correctionists, they also emphasized the need for more private working areas, more materials, and fewer meetings to attend.

4.518 Cultural Enrichment - Student's Questionnaire

In this small sample of student opinion concerning the cultural enrichment program, it was found that most of the 3rd and 7th graders in the sample had seen a play, listened to a concert, seen a dance program, been to the zoo, seen a circus, and been to a museum, either through a school visit or with their family or a friend. Of these six activities, 3rd graders thought they were more fun than did 7th graders, except for the museums, which was the lowest on the fun list. A large percentage of 3rd graders thought that music, dance, plays, poetry, and art could help them in their school subjects, particularly reading, history, and social studies. While the percentages for the 7th graders were highest in these three subject areas, they found very little connection between these cultural activities and science, math, or spelling.

There was quite a contrast between 3rd graders and 7th graders in regard to poetry. The 3rd graders thought poetry was fun (64%) or interesting (39%), with only 14% finding it boring. The 7th graders, on the other hand, found poetry mostly boring (62%), with only 3% finding it fun, and 37% finding it interesting.

When asked for one special activity they would like during the year, the largest percentage for both 3rd and 7th graders was for a visit to an interesting place in Washington, D.C. Listening to a concert or seeing a ballet were way down on the popularity list.

Most 3rd graders wanted to take lessons in "dance" (71%), with art second (51%), and music third (48%). With 7th graders, dance was first (66%), with music a close second (65%), and art third (54%). The type of dance preferred by the 3rd graders was "tap," but by the 7th graders was "modern." In the music category, instrumental music was preferred over vocal. In the art lessons, 3rd graders showed a slight preference for painting over sculpture while this was reversed by 7th graders.

4.519 Principal's Questionnaire

Principals' comments concerning the Title I program were requested in such a way as to indicate what they thought of the effectiveness of the various components of the program. From the 29 questionnaires received from principals the following summary is made:

	Very Effective	Moderately Effective	Not Effective	NA	Blank
Instructional Coordinator	52%	41%	0%	0%	7%
Staff Assistant	31	14	7	31	14
Reading Resource Teacher	45	38	14	0	3
Math Resource Teacher	45	48	3	3	3
Educational Aide	45	21	3	31	0
Workshops	52	24	10	10	3
Speech Correctionists	3	45	24	7	21
Pupil Personnel Services	59	41	0	0	0

Some principals remarked that the program had not been in operation long enough to give a reliable evaluation of its effectiveness, which was usually the reason given for the evaluations in the "moderately effective" column. The low ratings for the speech correctionists reflected the over-extension of these specialists with large workloads and lack of continuity within schools, rather than lack of expertness.

Principals had definite ideas as to what aspects of the Title I program they considered to be the most positive this year. Among them were: instructional aides; the additional resource people such as the instructional coordinators, reading and math resource teachers, and the Pupil Personnel Teams; the workshops and the new reading materials; and as stated by one principal, "the spirit and enthusiasm extant in the workers in the program that have gotten the program up and racing ahead after a very late start."

When asked what types of services other than the existing ones they would suggest as meeting the needs of the identified students in their schools, principals came up with a long list of suggestions. Many of these are thoughtful suggestions but many could probably not be implemented without a complete restructuring of the Title I program. Many of them want more of the same kind of services now offered, but sooner and more efficiently operated. Many principals felt the services are spread too thin. Additional kinds of assisting personnel are suggested, such as parent aides, counselor aides to assist pupils and parents, security aides, etc. Another principal suggested more language arts, art teachers, music teachers, and librarians. One principal felt that an important consideration was complete health (including mental) and dental services, including a physician. Another thought that Title I should deal with the family as a unit. Some suggested additional workshops in such subjects as ways of handling the disruptive child and turning negative behavior into positive behavior. Another emphasized the necessity of identifying the emotionally disturbed child earlier. All of these suggestions have merit, and should probably be considered by both the administrative staff and by the Citywide Advisory Council.

4.520 Sullivan McGraw-Hill Reading Materials

Of the 62 teachers who responded to the questionnaire concerning the McGraw-Hill reading materials, there were 37 who had started the program in April and 20 who started in May. The other 5 did not state. Less than half of these teachers had an instructional aide, most of whom were only part-time with them.

These teachers were not at all unanimous as to whether or not the workshop program had adequately prepared them to use the materials. More of the 3rd-grade teachers said "no" (54%) than "yes" (46%). In the 2nd grade there were 47% who said "no," but the others said "yes" (42%) and "helpful" (11%). The reasons for the negative answers appeared to be that the workshops alone were not enough, but actually working with the students and also studying the teacher's manual were essential. Another aspect was the late start of the program.

Most of the teachers who responded to the questionnaire were not using the McGraw-Hill materials exclusively (2nd grade - 60%; 3rd grade - 54%). There were 13 other types of materials listed as being used in conjunction with it. Nor did the teachers feel they had received all the materials they needed - there were 75% "no" answers in the 2nd grade and 81% in the 3rd grade. One of the items most frequently mentioned as being needed was the Teacher's Manual for Series III.

The placement test was not used in grade 2, all students being started in Book 1. Some of the teachers at this level used a trial-and-error method to determine the proper book to use with their students. For grade 3, the teachers were divided as to the validity of the placement test. One said that the test was valid if given orally. Many found that the test placed the children too low. Another said that the children who were poor spellers did poorly. Another said that the pictures in some of the boxes were misleading and caused the wrong responses to be made. One teacher found that the in-book test was better than the placement test.

When asked whether they would consider the program as their major reading program for the following year, most of the responses were "yes" (2nd grade - 81%; 3rd grade - 88%). The others responded either "no" or "undecided." One teacher felt that the program was a great motivator and that it did a thorough job of teaching spelling, language, and reading skills, and said that the slower students were excited over being able to help the slowest ones. Another teacher liked the program because the students could see immediate success, and that it helped develop a positive self-image, and also that achievement seemed to carry over to other areas. Another teacher liked the program because it was a systematic way to teach a class with a wide range of abilities, providing as it does for complete individualization of the reading program. On the negative side, teachers felt that the vocabulary was not appropriate for these children, and that reading comprehension was being sacrificed by the emphasis on linguistics. Another teacher observed that the program was so structured that it required a great deal of time.

Teachers were in agreement that the program was most effective for the slow or average students rather than the advanced ones. There were more who thought it was better for the slow students than for the average, in both the 2nd and 3rd grades.

There were three suggestions most often given for making the program more effective during the coming school year. These were to provide a trained teacher aide for each classroom, to begin the program in September with all the materials ready and available, and to have better orientation and training, such as more workshops, on-the-job training, and class demonstrations.

In general the respondents to this questionnaire were favorable to the program and wanted to make it work.

4.521 Categorical Sounds Reading Materials

There were 24 teachers who responded to this questionnaire. Only 3 of them had started using the program in April, and 19 had started in May; of the other two, one had started during the summer of 1971 and the other didn't say. Less than half of them (46%) had an educational aide, by far the most of whom were part-time.

When asked about the usefulness of the workshops, most of them (62%) said the workshops had adequately prepared them to use the materials in their classroom, while 33% said that they had "helped." The remaining 4% (one teacher) said that the workshops had not prepared her adequately.

Only 12% of these teachers were using the Categorical Sounds reading materials exclusively in the classroom. There were 13 different varieties of supplementary materials mentioned as being used, along with "library books," "my own phonetic program," and "teacher-made materials."

More than half of these teachers (54%) said they had received all the materials needed. There was no one item in particular which was needed but had not been received.

The placement test was considered both valid and not valid by different teachers. Perhaps further workshop explanations for the use of the placement test are indicated.

Almost all of these teachers (92%) stated a desire to use the Categorical Sounds materials as the major reading program during the coming year. The two teachers who didn't want it as the major program wanted to use it as a supplementary program.

The responding teachers felt that the program was more appropriate for slow learners than for either average or advanced ones (79%, 46%, and 17% for these three categories, respectively).

There were two principal suggestions as to how the make the program more effective for the 1972-73 school year: to have a full-time trained teacher aide, and to begin the program in September with all the materials available.

4.600 RECOMMENDATIONS

As a result of this study it is recommended:

1. That the Title I program continue to utilize the "learning center" concept through the use of a saturated learning environment in which all school activities are focused upon improvement in reading and mathematics skills, as in the plan for the 1971-72 school year.

2. That the cluster concept for grouping schools be continued, and that more authority be given to the Title I instructional coordinators to adapt the program within the clusters to the particular needs of the students in these schools.

3. That the use of reading and mathematics resource teachers within each Title I school be continued and that the skills of these teachers be strengthened by both workshops and in-service training, and that definite steps be taken to insure that successful ideas and procedures be communicated from one area to another.

4. That the number of aides be increased with the ultimate objective of providing one instructional aide for each Title I teacher.

5. That instructional aides be given training through workshops, in-service training, or in special summer programs, to increase their usefulness in the classroom. Part of this training should include both the aides and the teachers, to promote better teamwork in the classroom.

6. When the method of designating identified students is based upon test scores, some provision should be made for including all students who are repeating the grade, regardless of their test scores, as well as those who are two years or more older than their normal age for grade, based upon entry into the first grade during the year in which their sixth birthday occurred.

7. Because the evaluation of educational programs within the D.C. schools depends to a great extent upon knowing the characteristics of the student population, it is strongly recommended that a positive citywide system for storing and maintaining student information, such as the "Evaluation System" of the Department of Research and Evaluation, be supported and fully implemented. While the present system of assigning testing numbers to students' test booklets used in machine scoring assists somewhat in assembling information about students, there is no system-wide computer-based source of such basic student information as sex, date of birth, grade, school attended, etc. An adequate data base is necessary in order to establish comparison groups, discern trends, and to supply a reliable basis for educational decisions.

8. Because parent and community participation has long been recognized as an important consideration in the improvement of the educational opportunities of Title I students, it is recommended that the interchange of information between the classroom teacher and the Pupil Personnel workers and aides be facilitated. Not only is it important that the Pupil Personnel Teams be aware of the educational problems that the teacher sees in the classroom but also, through their contacts with the parents and the homes, they should make every attempt to bring about more parent participation with the school and the teacher. Some adjustments in the working hours of some Team members might be beneficial to increase the number of Team contacts with parents, as approximately half of the identified students have only one parent in the home.

9. Many of the principals, teachers, and other Title I personnel have made constructive suggestions for the improvement of the Title I program. These suggestions should be considered in detail by the Title I administrators [illegible] members or a committee of the Citywide Advisory Council. A summary of these suggestions are contained in the Appendix to this report.

APPENDIX A

Part 1 — Page Number

Summary of Responses to:

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APPENDIX A

Note: The first part of Appendix A contains distributions of responses to data-gathering questionnaires used in the evaluation of the Title I program for 1971-72 in the District of Columbia schools.

These distributions primarily show only the diversity of responses. No attempt has been made to present a quantitative analysis here, other than that the responses near the top of the list are those occurring most frequently. A more quantitative analysis is discussed in Chapter 2 of the report.

Summary of Responses to
INSTRUCTIONAL COORDINATOR QUESTIONNAIRE

1. PLEASE OUTLINE BRIEFLY YOUR AREA OF RESPONSIBILITY.

.. To provide leadership to the personnel in the instructional program in the cluster, including the reading and mathematics resource teachers, teacher aides, Pupil Personnel workers and aides, program assistants, and health aides.

.. To keep records of identified children, an inventory of all Title I materials and equipment, and a record of services provided to Title I students.

.. To assist teachers in completing forms.

.. To assist the parent council.

.. To assess instructional and support needs of teachers and provide entree for the appropriate resources.

.. To arrange for staff development of personnel.

2. WHAT HAVE YOUR PRIMARY ACTIVITIES BEEN THUS FAR?

.. Helped Title I math and reading teachers begin their program.

.. Maintained different types of records.

.. Acted as liaison between school personnel and Title I school administration.

.. Distributed information and supplies.

.. Participated in and assisted with in-service workshops.

.. Contacted parents to inform them of services available.

.. Coordinated field trips.

3. WHAT PROBLEMS HAVE YOU ENCOUNTERED THIS YEAR?

.. Implementation of the Title I program so late in the school year.

.. Lack of adequate work space and telephone facilities for Title I personnel in the school building.

.. Concern of teachers about students they felt should have been identified but for various reasons were not identified.

.. Inclination of some principals and teachers to redirect the roles and duties of Title I personnel.

3. (Continued)

.. Loosely supervised educational aides and Pupil Personnel workers.

.. Assigned to the coordination of too many schools to do an effective job in any school.

.. Lack of coordination of teacher aides (sometimes due to administration in the particular school).

4. WHAT CHANGES WOULD YOU RECOMMEND TO IMPROVE THE EFFECTIVENESS OF THIS PROGRAM?

a. STAFF DEVELOPMENT:

.. Keep visual and written records of staff development activities so that others may benefit from what has been done.

.. Exposure to more reading and mathematics programs and more input into the selection of these programs. The staff development programs that were conducted were most helpful.

.. Training in use of special classroom materials before implementation of program rather than after implementation.

.. More workshops for teacher aides. Define their roles more definitely.

.. A more concentrated effort in the use of special reading materials for classroom teachers.

.. Some workshops held in the local schools to meet the needs of individual schools.

.. Coordinators should have a complete knowledge of all reading programs provided through Title I services.

.. Teachers feel that a full day of released time for staff development would be more beneficial than one half-day.

b. COMMUNICATION

.. Better telephone service in buildings.

.. Clearinghouse for changes in directives (building changes, etc.) to shorten length of time lapse between change and dissemination of notice of change.

.. Designated monthly meetings with educational aides, chaired by administrative staff.

.. Provide written notices for all Title I personnel - announcements, dates, etc.

4.b. (Continued)

.. More secretarial help.

.. Better communication between heads of different groups - i.e., educational aides, Pupil Personnel workers and aides; also between Title I administrative staff and school administrators.

.. Title I teachers need to be contacted directly concerning programs, to prevent lack of communication between the school office and the classroom teachers.

.. Be sure that all Title I personnel have the same information at each school.

c. ORGANIZATION AND ADMINISTRATION

.. Plans should be organized far enough in advance to allow all participants in the Title I program to be involved.

.. Reduce size of cluster units.

.. Give Title I local level personnel more authority to make decisions to make the program successful.

.. Directives for principals and coordinators should have same input.

.. Continue parent involvement in tutorial, planning, and volunteer services.

.. Regular staff in each school should be made more aware of Title I operations.

d. OTHER RECOMMENDATIONS

.. Precise information concerning the purchasing of instructional materials and supplies should be made available to principals.

.. Have qualified and capable educational aides.

.. Secure the services of volunteer aides whenever possible.

.. Closer supervision of educational aides and Pupil Personnel workers.

.. The services of teacher aides should be more evenly distributed among all Title I schools.

5. COMMENTS.

.. Work with volunteers and enlist their services to give individual attention to pupils who are emotionally disturbed.

.. A different selection method for educational aides should be established.

Summary of Responses to
READING TEACHER QUESTIONNAIRE

HOW MANY YEARS OF TEACHING EXPERIENCE HAVE YOU HAD?

Years of Teaching Experience	Old Schools	New Schools	Total
None	3	3	6
1-5 years	9	10	19
6-10 years	3	3	6
11-15 years	0	0	0
16-20 years	1	1	2
Over 20 years	0	0	0
Substitute teacher	2	3	5
Total	18	20	38

WHAT TYPE OF IN-SERVICE TRAINING HAVE YOU HAD?

Type of Training	Old Schools	New Schools	Total
Course work	8	12	20
Workshops	16	17	33
Staff development	9	9	18
Other	1	1	2

PLEASE EXPLAIN WHY THE WORKSHOPS WERE OR WERE NOT USEFUL TO YOU.

Informative, beneficial, helpful
Gained many useful ideas
Constructed teaching aids
Exchanged ideas with other reading teachers
Discussed problems with workshop leaders
Became familiar with materials beforehand
Motivational device
Relearned basic skills in reading instruction
Learned expectations of the program
Learned to administer and score tests
Instruction in phonetic areas

Too much lecture-listen; not enough actual participation
Some topics irrelevant; orientation for new teachers not useful to all
Of little value when participants were not actually involved
Basically a commercial presentation
Group too big for discussions
Shortage of materials
Occasionally dull

PLEASE OUTLINE BRIEFLY THE MANNER IN WHICH YOU HAVE ORGANIZED THE READING PROGRAM IN YOUR SCHOOL. (INCLUDE THE NUMBER OF STUDENTS WITH WHOM YOU WORK, AND WHETHER OR NOT YOU WORK WITH THE STUDENTS INDIVIDUALLY OR IN GROUPS, IN THE CLASSROOM OR IN A SEPARATE AREA, ETC.)

Total Number of Students Serviced	
250	
117	
116	
97	
90	
84	(2)
78	
72	
69	
68	
67	
66	
60	
50	(3)
48	(2)
45	
42	
41	
40	
38	
37	
30	(2)
25	
21	

Median: 50

Size of Group	
1-7	(1)
2-6	(2)
2-16	(1)
3	(1)
3-5	(2)
3-8	(1)
4	(2)
4-5	(1)
4-6	(2)
4-7	(1)
5	(2)
5-6	(2)
5-7	(1)
5-8	(1)
6	(5)
6 or less	(1)
8	(1)
Up to 11	(1)
15-20	(1)

Median: 5

Work Space	N
Separate room	14
Separate room ½ day	1
Share room with Math, Reading, or Mind teacher	7
Unable to categorize	8
Office or smaller space than for groups (for individual students)	2
Unknown	8

WHAT ASPECT DO YOU CONSIDER TO BE THE MOST POSITIVE FEATURE OF THE PROGRAM?

Opportunity to work with children in small groups or on individual basis
Reinforcement of classroom teacher's skills in areas of pupil's weaknesses
Can stay with one skill and drill on it until child has grasped it
Flexibility of the program
Enthusiasm of children toward program
Can provide additional motivation for learning in regular classes
Child doen't have to compete with those above his level
Various workshops
Cultural enrichment programs at school and other institutions
Total acceptance of program by entire faculty
Discussions with other teachers on reading problem areas
McGraw-Hill reading program

WHAT PROBLEMS DID YOU ENCOUNTER IN SECURING MATERIALS?

Problem	Old Schools	New Schools	Total
Material not in stock	8	9	17
Delayed arrival of materials	3	9	12
Administrative complications	1	2	3
Other	2	1	3

WHAT "TEACHER-MADE" MATERIALS HAVE YOU CONSTRUCTED AND USED?

Flash cards (alphabet; word; vowel; consonant; phrase, etc.)
Games (Bingo-type; crazy snake; lollipop town; treasure hunt; hopscotch; homonym rummy, etc.)
Puzzles (crossword, etc.)
Wheels (word; alphabet; blend, etc.)
Charts
Posters
Strips (sentence; phrase, etc.)
Word tasks (words to rhyme, find opposites and likenesses, matching, etc.)
Booklets
Dittoes (worksheets, etc.)
Bulletin board
Pictures
TV and materials
Life stories ("Living Witness")
Sound box
Vocabulary testing and scoring materials
Pupil-made materials constructed into objects

HOW RESPONSIVE HAVE THE STUDENTS BEEN TO THESE TEACHER-MADE MATERIALS?

Degree of Responsiveness	Old Schools	New Schools	Total
Very responsive	12	16	28
Moderately responsive	6	4	10
Not responsive at all	0	0	0
Don't know	0	0	0
Didn't use any	0	0	0

HOW EFFECTIVE WERE THE TEACHER-MADE MATERIALS AS COMPARED TO COMMERCIAL MATERIALS?

Degree of Effectiveness	Old Schools	New Schools	Total
More effective	9	11	20
No difference	8	6	14
Less effective	1	1	2
Don't know	0	1	1
Didn't use any	1	2	3

OVERALL PROBLEMS

Problem	Old Schools	New Schools	Total
Lack of time to develop program adequately	15	13	28
Communication problems with teachers	1	2	3
Communication problems with other staff members	1	2	3
Overlapping or lack of definition of authority	1	2	3
Other	4	3	7

SUGGESTIONS FOR IMPROVING THE PROGRAM.

Start the program in September.
Provide supplies, equipment, etc., early (including testing materials).
Need larger staff--understaffing was a definite obstacle to the success of the program.
*Continue workshops--better workshops.
Keep student groups small(er).
Provide a separate room for the reading resource person.
Keep communication open between regular reading teacher/Title I teacher/ and regular classroom teacher.
Continuity with same children.
Make program year round.
Provide more materials, games, etc., including central supply which can be checked out.
Need more time to develop program adequately.
More definite guidelines as to methods of teaching, what should be taught, etc.; more direction from the top; clarify resource teacher's responsibility as to ordering supplies, etc.
Hire qualified teachers--better screening.
Better security for teachers as to being rehired.
Provide different reading materials from those used in the classroom.
Have materials available in schools which were introduced in workshops.
Would like to see test results and not rely completely on where the classroom teacher has the pupil in a reader.
Would like to get entire group together (trip?) so they would realize there are _many_ children with reading problems, not just their own little group.
Have aide escort children to and from classroom.
Need more time with each child.
List of remedial materials and equipment suggested.

*Further suggestions regarding workshops:
Include construction of more teaching aids.
Six-week summer workshop--cover coordination of services, accountability, teaching methodology, etc.
Workshops on psychology of learning or problem children; theory--"not stuff we know or can read anywhere"--get qualified University people to do this
More detailed workshop, taking into consideration teachers hired with no experience.
More discussion in workshops of specific needs, and more input by resource teachers as to what they are doing.
Workshop (or other means) for regular teachers suggesting ways they can work with resource persons.

WHAT HAS BEEN THE NATURE OF YOUR CONTACT WITH THE FOLLOWING:

PRINCIPAL:

Very good - friendly, supportive, cooperative, helpful
Helpful and understanding in getting started
Extremely good - supported me on all occasions
Communication excellent
Good
Welcomes the program
Very interested in performance of staff
Treated me as a regular staff member
Discussed use of program
Consulted on children's schedules
Observed my teaching three times
Supportive, non-interfering; but expectations not clear
So much freedom, resulting in vacuum of leadership
Little contact except at staff meetings

CLASSROOM TEACHERS:

Very cooperative
Helpful in giving me information re needs of children
Very good relationships
Good
Generally pleasant
Cooperative but busy, so contacts brief
All cooperative but one, who always sent class 15-25 minutes late or not at all
Regular contact re student progress and problems
Most cooperative relationship for the most part
Cooperative, but didn't really understand program (so late in starting)
Some very cooperative and understanding, others suspicious and skeptical
Varied - none overtly negative
Cold atmosphere - very little actual contact

INSTRUCTIONAL COORDINATOR

Very good relationships
Extremely helpful in structuring program and helping with problems
Informative and helpful in every capacity
Helpful - concerned about progress and success of pupils and program
Weekly visit - another I.C. visits school every other week
Had five formal meetings to discuss plans and progress
Observed several lessons and commented on children's responsiveness
Helpful, but little contact
Introduced me to faculty
Disjointed contact - had temporary I.C. until mid-May
I.C. just recently assigned
Met only once for discussion of organizational setup
Met her once
Hardly saw her - no assistance
Haven't met present one - met previous one at Malcolm Scates Building
Who?
Blank - 5

READING SPECIALIST (Regular school staff)

Fantastic - always there when I needed her
Excellent
Very helpful re problems of some children
Good - helpful - informative
Friendly and eager to assist
Close contact (share room) - found anything I wanted
Loaned me materials and offered suggestions
Talked over program schedule and planned communication with absentees
Offered assistance when needed
Regular contact
Little contact
Overlap of roles confusing
Don't have one (non-public school)
No contact - 4
Blank - 3

MATH SPECIALIST (Regular school staff)

Very helpful
Very friendly
Cooperative in planning schedules so there would be no overlaps
Good
Gave moral support
Only introductory
Hostile - felt more experienced teachers should have jobs
No contact - 5
Not applicable - 2
Blank - 11

TEACHER AIDES

Very good - very helpful
Told me problems they saw in working with children
Friendly - casual conversation
Limited contact - no assistance
Poor - no communication - resented my presence on the staff
No contact - 6
No aides - 4
Not applicable - 3
Blank - 5

PUPIL PERSONNEL WORKERS/AIDES

Enriching - beautiful rapport - fantastic communication frequently
Very helpful in discussing problems of children
Good - cooperative - helpful - informative
Interviewed my children, to get information to help me understand problems

(continued)

PUPIL PERSONNEL (Continued)

Referred needy children
Shared notes on progress of specific children at lunch time and before school
Offered services and asked for referrals of problems
Various talks - gave them class list
Conference about a student having difficulty
Friendly - actual contact small
Limited contact - received some information re a few pupils
Not much contact yet - PPT just assigned
?
No contact - 3
Blank - 2

LIBRARIAN (Regular school staff)

Great
Good - cooperative - helpful - informative
Obtained records from her
Pleasant
Friendly (social basis)
No contact - 5
None - 1
Blank - 7

PARENTS

Many visited classroom
Cooperative in respect to study habits of children
Met a few - seemed cooperative
Fair - met only 2
One contact - good support in this case
Saw only very few - most don't seem to care much - some are happy with any extra help we can give their children
Met only some who happened to be in the building on other business
Not much contact
Infrequent
No contact - 12
Blank - 5

TITLE I ADMINISTRATIVE STAFF

Excellent
Really sincere in trying to solve problems
Available to help any time needed
Good - helpful - warm - supportive - enthusiastic - cooperative
Friendly but brief
Shared schedule with Title I teachers in workshop
Seen only at workshops
Who are they?
No contact - 4
Blank - 8

OTHER:

All cooperative

Assistant principal: Got supplies from her - one link with administration

Counselor: Cooperative, informative

Office Clerk: Excellent - always helpful

Custodial staff: Always came when needed
Needs improvement

Practice teachers: Commented on children's progress

Nurse: Cooperative, informative

Blank - 23

COMMENTS.

Garrison a wonderful school to work in (from a teacher with 16-20 years' experience).
Think Title I can be a good program.
Basically a good program - if started earlier would show greater progress.
Need room alone (now share with Math teacher).
Feel as if I don't belong - no one to turn to for advice and help except other Title I teacher.
Blank - 21

Summary of Responses to
MATHEMATICS TEACHER QUESTIONNAIRE

HOW MANY YEARS OF TEACHING EXPERIENCE HAVE YOU HAD?

Years of Teaching Experience	Old Schools	New Schools	Total
None	4	10	14
1-5 years	3	2	5
6-10 years	4	1	5
11-15 years	1	1	2
16-20 years	0	5	5
Over 20 years	1	0	1
Substitute teacher	0	5	5
Total	13	24	37

WHAT TYPE OF IN-SERVICE TRAINING HAVE YOU HAD?

Type of Training	Old Schools	New Schools	Total
Course work	5	12	17
Workshops	10	16	26
Staff development	7	9	16
Other	2	1	3

PLEASE EXPLAIN WHY THE WORKSHOPS WERE OR WERE NOT USEFUL TO YOU.

Learned about and constructed teaching aids.
Gave me ideas on how to set up and operate my class.
Gained a lot of insight into teaching methods, etc.
Chance to share ideas and opinions.
Title I program explained; aspects clarified; questions answered.
Professionals brought in to lead workshops.
Created atmosphere of "togetherness."
Exposure to materials used to facilitate learning math.
Enjoyable, productive, most interesting, informative, helpful.

Too much time wasted.
Much (some) not relevant.
Sometimes long and repetitive.
Disorganized and poorly planned.
Too much time given to "possible problems" and too little time to substantive training in math and reading.
Sessions attended never challenged or directed in analyzing what math goal we had in making a game...No stress on critical thinking... Should have been intensive...

PLEASE OUTLINE BRIEFLY THE MANNER IN WHICH YOU HAVE ORGANIZED THE MATHEMATICS PROGRAM IN YOUR SCHOOL. (INCLUDE THE NUMBER OF STUDENTS WITH WHOM YOU WORK, AND WHETHER OR NOT YOU WORK WITH THE STUDENTS INDIVIDUALLY OR IN GROUPS, IN THE CLASSROOM OR IN A SEPARATE AREA, ETC.)

Total Number of Students Serviced
146
140
126
116
115
114
90 (2)
83
82
72 (3)
68
65 (2)
60
58
56
49
45 (2)
42
40 (4)
22
18

Median: 65

Size of Group
3
3-8
No more than 4
4 (2)
4 average
4-5 (3)
4-6 (2)
4-8
5 (2)
5 average
5-6 (3)
5-8
5-10
Up to 6
6 (2)
At least 6
6-9
6-12
Up to 8
8 (2)
8-10
8-12 (2)
10
10 average

Median: 5-6

Work Space	N
Separate room	14
Separate area	4
Cloakroom off a classroom	1
Halls outside classroom	1
Share room with:	
Reading teacher	5
Math specialist	1
Reading specialist	1
Science teacher	1
Reading teacher & reading specialist	1
Reading teacher & Pupil Personnel worker	1
Unknown	9
Total	39

WHAT ASPECT DO YOU CONSIDER TO BE THE MOST POSITIVE FEATURE OF THE PROGRAM?

Working with small groups.
The children are getting the extra help they need that they haven't been able to get in the regular classroom.
Trained people are helping the children.
Loose structuring.
Children in greatest need are most often those who create discipline problems in regular classrooms; Title I helps these children develop a better attack of the learning situation.
Materials and activities available are interesting and exciting - the children seem to enjoy working in the math room.

(Continued)

MOST POSITIVE FEATURE OF PROGRAM (Continued)

Workshops.
The honest and sincere desire on the part of those involved to have the program succeed.
The close personal contact with the children.

WHAT PROBLEMS DID YOU ENCOUNTER IN SECURING MATERIALS?

Problem	Old Schools	New Schools	Total
Material not in stock	5	12	17
Delayed arrival of materials	1	6	7
Administrative complications	0	1	1
Other	1	4	5

WHAT "TEACHER-MADE" MATERIALS HAVE YOU CONSTRUCTED AND USED?

Games (bingo, number fact games, undercover, money game, close-out, secret door, concentration games, etc.)
Number cards, flash cards, fact cards, work cards, etc.
Charts
Puzzles
Number lines
Egg box with numbers on it (for counting, etc.)
Geo boards
Clock devices
Measuring devices (different size pans - rice, beans, etc.)
Numeral recognition activities
Dittoed handouts
Calendars
Feltboard
Bulletin boards
"Fish and Think" box
Shake box
Construction of models from cardboard, based on blueprints made by child
Construction paper flowers (number facts on each)
Arithmetic bugs (containing facts with hidden answers)
"Let's Grow a Garden"

HOW RESPONSIVE HAVE THE STUDENTS BEEN TO THESE TEACHER-MADE MATERIALS?

Degree of Responsiveness	Old Schools	New Schools	Total
Very responsive	9	19	28
Moderately responsive	4	5	9
Not responsive at all	0	0	0
Don't know	0	0	0
Didn't use any	0	0	0

HOW EFFECTIVE WERE THE TEACHER MADE MATERIALS AS COMPARED TO COMMERCIAL MATERIALS?

Degree of Effectiveness	Old Schools	New Schools	Total
More effective	8	6	14
No difference	5	12	17
Less effective	0	0	0
Don't know	0	3	3
Didn't use any (commercial materials)	0	2	2

OVERALL PROBLEMS

Problem	Old Schools	New Schools	Total
Lack of time to develop program adequately	8	19	27
Communication problems with teachers	0	3	3
Communication problems with other staff members	0	1	1
Overlapping or lack of definition of authority	0	8	8
Other	1	1	2

SUGGESTIONS FOR IMPROVING THE PROGRAM

Start the program at the beginning of the year.
More teachers, small(er) groups, longer periods per group.
Separate room for each teacher.
Materials - have them available when classes begin; provide more commercial materials so teachers won't have to spend so much time constructing them - also, commercial materials are usually more durable; provide budget for each school or resource teacher for math and reading materials and supplies.
Roles of people involved should be more clearly defined; clearer guidelines for the program (policies and duties).
Improved communication - all levels.
Staff development - more and better planned workshops; more training before classes start; time for staff development for exchange of ideas and suggestions.
More security - if teachers were sure early of their position the next school term, they could start preparing and gathering materials.
More realistic method of identifying Title I children; choose children who have enough learning ability to profit from the program; choose children who have a good attendance record.
Provide adequate storage space in the room so machines, etc., won't have to be moved.
Make aides responsible for delivering children to and from special classes.
Classroom teachers should help more in providing children's records on needed skills.
Some sort of continuous standard evaluation of progress.

WHAT HAS BEEN THE NATURE OF YOUR CONTACT WITH THE FOLLOWING:

PRINCIPAL:

Excellent - understanding, cooperative, helpful, friendly
Willing to assist when need arose
Helped to set up schedule and to secure supplies; discussed problems
Gave me suggestions about teaching and my classroom
Visited my class a few times
Gave me information concerning Title I and other building activities
Discussed progress of students several times
Made test scores available, and approved workshops in my area
Introduced me to people I work with
Critical but cooperative
I explained my program to her and showed profiles
Seldom

CLASSROOM TEACHERS:

Excellent - cooperative, helpful, receptive
We work together in trying to help the child
Set up skills, schedules, etc., together, and have on-going conferences concerning progress of the children
From cooperative but cool, to very warm and extremely helpful
Made suggestions
Shared supplies
"Allowed their children to attend class"
Very little contact - no feedback to or from teachers

INSTRUCTIONAL COORDINATOR:

Excellent - positive, understanding, helpful
Every week, discuss problems and plan activities
Observed my lessons sometimes and gave me helpful suggestions
Checked to see if my program was moving smoothly
Explained my duties
First I.C. very informative; replaced, and haven't met replacement
Limited contacts, but pleasant
Met her once
I.C. never been to my school - talked to her at workshop
Never met I.C.
No contact - 2
Blank - 1

READING SPECIALIST: (Regular school staff)

Excellent - positive, friendly, eager to help
Discussed children's problems
Suggested ideas and activities
Checked, to be sure no schedule conflicts
I have tried to be of help to her
Limited contacts
No specific contact
Socially, but not professionally
No contact - 9
Blank - 10

MATH SPECIALIST: (Regular school staff)

Excellent - understanding, helpful, receptive, informative, supportive
Helped me make profiles and develop many lessons
Discussed materials, grouping, and setting up program
Shared some ideas and materials with me
Talked over problems
Observed some of her teaching
I meet with math teachers on Friday for staff development
Limited contacts
No contact - 7
Blank - 2

TEACHER AIDES:

Excellent - cooperative, helpful
Suggested areas in which children could be aided
Talked with one concerning children
Came to assist me for one week
Ran off ditto masters
Friendly - we work together on lunch duty
Limited contacts
None in my class - talked informally about children we both work with
Casual conversations
No aides available to me - 5
No contact - 13
Blank - 3

PUPIL PERSONNEL WORKERS/AIDES:

Excellent - close contact
Very successful interaction - team interviewed in homes of children I requested
Helpful in contacting parents when needed
Discussed children's problems with her
Referral of non-instructional problems
Got list of identified children from her; gave her my schedule
Little contact
Met them at Title I meeting
Was introduced to her
Only chatting relationship
No contact - 3
Blank - 6

LIBRARIAN: (Regular school staff)

Excellent - cooperative, helpful
Helped me find math books, films, and other materials
Suggested available library materials
Got magazines from library
Helpful and friendly, but not much contact
Limited contacts
No contact - 8
Blank - 5

PARENTS:

Remarkably cooperative, by phone and visits here
Contacted them through classroom teachers
Contacted them re discipline problems
Three parents came to workshop to be introduced to us
At PTA - talked about children's problems
Limited contacts - very receptive to program
Fair
No contact - 18
Blank - 8

TITLE I ADMINISTRATIVE STAFF:

Excellent - "wonderful to work with," "great help in getting program started"
"Asked me to give a workshop for new teachers - did so at Malcolm Scates, with four other math teachers"
"Gave workshop for new teachers on making of materials (in my building)"
Very little contact - nothing related to actual teaching
Saw them only when I entered program, to discuss program and my responsibilities
Met at workshops (no other contact)
Met most of the members of the innovation team
I haven't seen them as yet
No contact - 4
Blank - 7

OTHER:

Students: Good rapport - all are eager to learn and serious
Blank - 35

COMMENTS.

I enjoyed the program - it is very rewarding to see the children progress - I think the program is really helping most of the children.
I feel that a concentrated effort for the coming year will have highly rewarding results.
I am happy and proud to be a part of this program.
If the program had started in September, the students would have a much stronger background in mathematics; I think there should be plans made so the program can start immediately next September.
The pre-training meant so much to me, to know what to expect and be prepared.
The workshops were very helpful.
I really felt that my being new in this system would prompt a Title I supervisor to observe me.
They (the Title I administrative staff) have no time for the classroom and their administrative work really does not include us nor the children. There is total lack of communication for the fulfillment of the program here. We must know what they want and think, and vice versa.

Summary of Responses to
CLASSROOM TEACHER QUESTIONNAIRE

WHAT IS YOUR CLASS ENROLLMENT?

HOW MANY STUDENTS IN YOUR CLASS HAVE BEEN IDENTIFIED TO RECEIVE SPECIAL TITLE I SERVICES?

Since teacher response was not complete, summary figures for enrollment and number of identified students in the various grades can be obtained more accurately from sources other than this questionnaire. On pages 1-8 and 1-9 of this report, Table 2 shows the number of students enrolled in grades 1, 2, and 3, by school, as of the official enrollment date, as well as the number and percentage of identified students in each of these three grades, by school, as obtained from the computer records of the September 1971 test scores.

HOW DID YOU ORGANIZE YOUR CLASSROOM PROCEDURE TO MEET BOTH THE GENERAL NEEDS OF THE CLASS AND THE SPECIFIC NEEDS OF THE IDENTIFIED STUDENTS?

It should be noted that teachers used various combinations of the types of organization and instruction listed below.

Individualized instruction
Small(er) groups
Resource personnel
Ad hoc grouping
Teacher aides
Learning centers or stations
Supplementary materials
Had faster child work with slower child
Identified children given instructional time by reading teacher and other groups functioned as usual during this time
Diagnosed and grouped accordingly
Behavioral goals set
Followed the Academic Achievement Plan
Kept individual profile and papers for each student
Daily and weekly evaluation
Invited parents to come in to help
Many very general responses, such as "Classroom organized to meet the individual needs of each child," "Grouped children according to their level," "Variety of activities to meet various needs of all the children," "Provided materials for their deficiencies," etc.

Very little change in organization needed since there is so little difference between the identified and non-identified children
Minimal teacher effort to meet specific needs of identified students due to lack of assistance and materials geared for identified students
Could not successfully get this done - specific needs not met

IN WHICH OF THE FOLLOWING WAYS DID THE READING TEACHER ASSIST YOU?

83.2%	Worked directly with the students
32.7%	Provided special reading materials
29.2%	Individual diagnosis of identified student reading skill deficiencies
25.4%	Provided individual consultation
22.1%	Provided prescriptive strategies to correct deficiencies
12.7%	Provided group teacher consultations
2.7%	Other

IN WHICH OF THE FOLLOWING WAYS DID THE MATHEMATICS TEACHER ASSIST YOU?

85.0%	Worked directly with the students
30.7%	Provided special math materials
27.1%	Provided individual consultation
23.6%	Individual diagnosis of identified student math skill deficiencies
20.4%	Provided prescriptive strategies to correct deficiencies
16.2%	Provided group teacher consultations
2.4%	Other

DO YOU HAVE A TEACHER AIDE?

44.5%	No
41.9%	Part time
13.0%	Full time

WHICH OF THE FOLLOWING DUTIES WERE PERFORMED BY YOUR TEACHER AIDE?

49.0%	Working with individual students
43.1%	Working with small groups of students
42.8%	Clerical and non-instructional duties
23.9%	Assisting the teacher with the whole group in class recitation
20.1%	Housekeeping tasks
3.5%	Other

WHICH OF THE FOLLOWING PROBLEMS DID YOU ENCOUNTER?

46.0%	Meeting the specific needs of the identified students
45.1%	Obtaining appropriate materials
24.5%	Receiving adequate guidance from resource staff
6.5%	Other

ARE THE IN-SERVICE WORKSHOPS HELPING YOU TO MEET YOUR TITLE I OBJECTIVES? PLEASE STATE THE NUMBER OF WORKSHOPS YOU HAVE ATTENDED THUS FAR.

Many teachers did not state how many workshops they had attended. The following percentages apply to the responses received:

	% of those responding
No workshops	20.0%
1 workshop	24.6%
2 workshops	26.2%
3 workshops	24.6%
4 workshops	3.1%
5 workshops	1.5%

There were only six teachers who felt the workshops had not been helpful. Most of the teachers made very enthusiastic comments about them.

ARE YOU ENROLLED IN THE D.C. TEACHERS' COLLEGE DIFFERENTIATED INSTRUCTION COURSE?

77.6%	No
22.4%	Yes

PLEASE INDICATE HOW USEFUL THE FOLLOWING TITLE I PERSONNEL HAVE BEEN IN HELPING YOU MEET YOUR OBJECTIVES. ("+" = Very useful; "0" = Moderately useful; "-" = Not useful; "NA" = Not applicable)

	+	0	-	NA	Blank
Instructional coordinator	15.3%	22.7%	7.4%	34.5%	20.1%
Reading teacher	36.6	46.6	6.5	4.4	5.9
Mathematics teacher	42.5	41.0	4.7	6.8	5.0
Pupil Personnel worker/aide	41.6	31.9	4.4	12.4	9.7
Teacher aide	36.6	13.6	2.4	34.2	13.2
Title I staff	16.5	29.5	3.8	19.5	30.7
Speech therapist	18.6	32.2	9.1	28.0	12.1
Health aide	23.3	14.5	2.1	42.5	17.6
Other	1.5	0.6	0.6	11.8	85.5

Classroom Teacher Questionnaire
Page 4

WHAT ASPECT DO YOU CONSIDER TO BE THE MOST POSITIVE FEATURE OF THE TITLE I PROGRAM THIS YEAR?

Resource teachers (providing extra help for children needing special help in reading and math, and providing an opportunity for the classroom teacher to work more with other children)
Cultural enrichment activities
Teacher aides
Workshops
Pupil Personnel Teams
Reading program (McGraw-Hill)
Attention given to children with educational, economic, cultural, etc., needs
Instructional coordinator
Health aide
Innovative teaching programs and materials, with intensified help given to Title I identified children
Enthusiasm of the administration in tackling students' needs
Extra funds for purchasing materials and supplies
Staffing the schools within a cluster unit
Having a very needed and valuable summer program. It was most inspiring. It is unfortunate that the regular school year could not be patterned more after this model.
Use of buses to visit areas of the city
Course: Differentiated Education in the Elementary School
None - it could have been effective if started on time
Started too late to see any improvement
None - poorly run - programs scheduled then cancelled - told to do something, then told not to do it.

DID YOUR CLASS PARTICIPATE IN ANY TITLE I CULTURAL ENRICHMENT ACTIVITIES OUTSIDE YOUR SCHOOL THIS YEAR?

64.8% Yes
35.2% No

DID YOUR CLASS PARTICIPATE IN ANY TITLE I CULTURAL ENRICHMENT ACTIVITIES INSIDE YOUR SCHOOL THIS YEAR?

88.1% Yes
11.9% No

WHAT CULTURAL ENRICHMENT ACTIVITIES DID YOU FIND TO BE OF MOST VALUE FOR YOUR STUDENTS? PLEASE INDICATE WHETHER THESE WERE INSIDE OR OUTSIDE YOUR SCHOOL.

Library Theater (puppet show, dance routine, drama) (inside)
Kennedy Center visit (outside)
Lisner ballet ("Peter the Wolf") (outside)
Music Festival at Kennedy Center (outside)
Back Alley Theater Group ("End of the Rainbow") (inside)
Brass Quintet from Kennedy Center (inside)
Drama Guild (creative drama) (inside)
Trip to the farm (outside)
Chekhov's "The Boor" (inside)
Washington Theater Club (inside)
Washington Performing Arts (inside)
Columbian Choral Group (African concert) (inside)
Language Arts specialist came to class to work with children (inside)
Visit to Storybook Land (outside)
Capital Ballet (outside)
Artist's performance (inside)
Musical revue "Songs My Mother Taught Me" (outside)
Alice in Wonderland (outside)
Zoo (outside)
Smithsonian tour (outside)
Art gallery (outside)
Arboretum (outside)
Nature Center (outside)
Ellipse (outside)
White House (outside)
Train ride to Alexandria (outside)
Trip to National Airport (outside)
String quartet (inside)
Visit of ecologist during Ecology Week (inside)
All of them - these children need the benefit of all experiences.

WHAT CHANGES WOULD YOU RECOMMEND FOR IMPROVEMENT OF THE TITLE I PROGRAM?

Start the program in September.
More teacher aides.
Use different procedure for selecting identified students - test scores not always best procedure - use more teacher judgment - the most needy were not always identified.
More experienced and better trained personnel.
More resource teachers, so all Title I children can be seen daily.
Better guidelines for resource people, aides, and teachers, as to their responsibilities, duties, sphere of work, etc.
Better communication among all facets of the program.
More cultural enrichment trips.
More equipment and supplies, more readily available.

More workshops.

Extend program next year to fourth grades, since third graders received Title I help such a short time this year.

Include first grades in cultural enrichment activities outside the school.

Smaller number of students in classroom - lower pupil:teacher ratio.

Homogeneous grouping (all identified children in same classroom).

Provide funds in each school so materials can be purchased.

Pay admission fees for children for cultural enrichment activities (in addition to buses).

Too much clerical work.

Provide a separate room for all resource teachers.

More help from Title I persons involved in the program at your school.

Distribution of personnel (e.g., aides) to all schools should be equal - all or none.

Instructional coordinator should be assigned to building first, before other Title I people, to guide the program properly.

Resource teachers should spend more time with the children rather than going on trips with classroom teachers and attending so many workshops.

Extension of courses for graduate credits.

More parent participation, to make them aware of the Title I program - informal meetings, workshops, etc.

Stop scheduling things for staff that don't filter down to benefits for the children.

Stop spending money for workshops for people who aren't involved in that workshop area.

COMMENTS.

The Title I program has been very beneficial and worthwhile.

Please continue the program - we need more of this sort of program.

I'm very happy with the Sullivan McGraw-Hill program and materials.

Pupils seem to enjoy the enrichment activities, especially drama. These activities were very well planned and I wish there were more of them.

I've enjoyed much of the extras provided by Title I, and so have my pupils.

The Title I program has been a help to the classroom teacher, who would have, without an aide, had to spend more time with pupils with learning problems. The aide enables the teacher to spend more time with other class members.

The math and reading resource teachers have been invaluable. Their time was spent wisely in that they were actively involved with the children, and their feedback to me has been very helpful.

Title I began too late to be evaluated.

Services were either late in coming or did not come at all.

Plans for next year's program should begin now (April, May).

All personnel, materials, and new programs should be in the schools when they open in September.

There is a great need for more efficient communication among the Title I personnel.

Test results are not the best criteria for picking Title I students (cites example).
What happened to the aides?
Teachers desperately need a full-time aide.
Should get more assistance from aides (One teacher's comment: I cannot say having a teacher aide helped. My aide hasn't been in class long enough for the children or the teacher to get to know him. I feel he has wasted a lot of time doing nothing. I think I would rather not have an aide than to have to be a policeman and checking up on him.)
Teacher aides should not be used to hold classes when teachers are out.
Aides were not assigned fairly.
When children must constantly adjust to new people and new programs, it sometimes does more harm than good.
Need more realistic personnel.
Experienced teacher personnel should be hired to instruct the very slow child. It takes skill and know-how in reaching these children.
Materials and methods should be up-to-date. Our children are bored with the same type of materials that are presented to them year in and year out in the same old formality. There are so many dynamic programs being presented today in the areas of reading and mathematics that the same old basal type of teaching is out-dated and uninteresting. Let's get these materials to the teachers and make the work more interesting for both the teacher and pupil.
This is my first experience as a Title I teacher. There is a wealth of services being offered but I can't see where they have actually come into the classroom that much. I think the Title I staff of a school should meet and talk with each teacher in the classroom and have workshops together so that they may get to know the needs of the teacher. In turn, the teacher can find exactly what specific Title I staff can do to help.
The reading and math teachers help but all the others are paper shufflers.
There seem to be a lot of promises, plans, etc., but little filters down.
The reading teacher needs to be more agreeable and interested in the needs of our children.
A lot of money has been wasted in this program because of poor planning! (see me if you want a follow-up explanation).
The 1972 Title I program has been most unsuccessful. It has disrupted my classroom activities.
Is the Title I Program a help or a hindrance? I wonder.

Summary of Responses to
TEACHER AIDE QUESTIONNAIRE

WITH HOW MANY TEACHERS DO YOU WORK?

1 teacher	N = 51
2 teachers	57
4 teachers	1
6 teachers	3
Total	N = 112

IF YOU WORK WITH MORE THAN ONE TEACHER, HOW IS YOUR TIME DIVIDED BETWEEN THEM?

One half-day with each teacher	N = 34	% = 55.7
Every other day with a teacher	12	19.7
Other	15	24.6
	Total N = 61	100.0%

HAVE YOU WORKED AS A TEACHER AIDE BEFORE THIS YEAR?

	Old Schools		New Schools		Total	
	N	%	N	%	N	%
Yes	66	99	21	47	87	78
No	1	1	24	53	25	22
Total	67	100	45	100	112	100

IF "YES," IN WHAT WAYS HAS YOUR WORK THIS YEAR BEEN DIFFERENT FROM PREVIOUS YEARS?

Worked with higher grades before.
Did clerical work before - now working with children.
Worked only in summer before.
Worked with several teachers - now with one teacher - more effective when working with one teacher.
More time to devote to working with children now.
Now working with individual children.
Better to work with two teachers than four.
More problems because now work for more teachers.
This year am working in classroom; before that I worked for teachers but in an office.
Before, worked only for teachers; this year I am working with the children

LISTED BELOW ARE FIVE DUTIES WHICH AIDES GENERALLY PERFORM. PLEASE RANK THESE FROM "1" TO "5" ACCORDING TO THE AMOUNT OF TIME YOU SPEND ON THEM.

Rank	Duty
1.5	Working with individual students on a one-to-one basis
1.5	Working with small groups of students
3	Assisting classroom teachers with entire class in recitation
4	Performing clerical and non-instructional duties
5	Performing housekeeping duties

HAVE YOU ATTENDED ANY WORKSHOPS THIS YEAR?

	Old Schools		New Schools		Total	
	N	%	N	%	N	%
Yes	29	43	38	84	67	60
No	38	57	7	16	45	40
Total	67	100	45	100	112	100

DO YOU FEEL THAT ANY ADDITIONAL WORKSHOPS THIS YEAR WOULD BE HELPFUL TO YOU? IF SO, WHAT WOULD YOU LIKE FOR A WORKSHOP TO COVER?

	Old Schools		New Schools		Total	
	N	%	N	%	N	%
Yes	44	68	30	79	74	72
No	21	32	8	21	29	28
Total	65	100	38	100	103	100

Would like workshops to cover:

- Reading and math, including reading and math games, phonics, modern math methods
- Handwriting and printing
- Arts and crafts
- How to work with and relate to slow children and problem children
- Workshops for teachers and aides together
- Various skills and techniques in ways to reach children
- Homework centers
- Approaches in behavior modification

DO YOU FEEL THAT YOUR SKILLS ARE BEING UTILIZED AS EFFECTIVELY AS POSSIBLE?

	Old Schools		New Schools		Total	
	N	%	N	%	N	%
Yes	59	89	40	89	99	89
No	7	11	5	11	12	11
Total	66	100	45	100	111	100

HOW WOULD YOU CHANGE THIS PROGRAM TO MAKE IT MORE EFFECTIVE?

Hire more aides so they will be full-time instead of just half-time with one teacher.

The program would be more effective if principals would not take the aides from the classroom so often. The teachers are afraid to give us certain children to work with because we are taken out of the class so often.

More communication between the supervisor and the aides.

The program should have started in the beginning of the year if it was to have an effect on the children.

More workshops for the aides.

More staff development meetings.

Teachers should make definite suggestions to help aide become more effective.

Stop using aides as substitute teachers.

More equipment in the classroom, such as movie projectors, listening centers, and a little place where the aides can show small groups of children filmstrips, movies, etc.

Teachers should plan their work along with the aide so the aides will know each day what they plan to teach.

Courses offered to aides to give them college credit.

The program would be more effective if aides had a career ladder. The aide position is at a standstill. Few if any changes have been made in the program since its beginning. -- Should be some sort of promotion system. Have been an aide for six years - have had no advancement - causes frustration.

I would change the discipline rules to be a bit firmer. If the discipline isn't effective, then we are kidding ourselves about teaching.

More cooperation from staff members, including custodians.

Maybe change the title in such a way that children would give you the respect you deserve. Some children won't do what you tell them because you are just an aide and not their teacher.

I would make sure that any teacher who doesn't want an aide doesn't get one

COMMENTS.

I think the program is wonderful. I really enjoy working in it.

I like being an aide for Title I. The program is very flexible and I like working with the children.

I work with teachers who allow me to work freely to reinforce their teaching skills and to work in whatever way I feel I can reach very slow learners, or children with short attention spans, or high rates of absenteeism.

Aides are a great help to children, teachers, and the school in general, for their duties cover a wide range and they do seriously contribute great efforts toward helping schools to function. Quite often aides are able to reach children, especially those with problems of different sorts, more so than teachers. Due to a slightly more flexible program, children can reach an aide more easily sometimes because teachers have very little time for individual attention because they're so busy putting over their subject matter. Many aides are very observant of children's physical conditions and other problems, of which the teacher is sometimes unaware....I strongly recommend the continuation of the Aide Program in the school system and look forward to its becoming a permanent facet in the educational setup.

I work with a very understanding, efficient, well organized person. I wish all the aides were as well blessed.

I enjoy the program very much. I do see results with the individual instruction that I've given children. I hope I'll be able to continue.

If the school is a Title I school, I feel all the children in the class should be able to receive your services if they need it. It really hurts when you see a child needs help very much and you can't work with him because he is not identified.

If aides are to be expected to cover classes, they should be given monetary compensation.

There should be a better relationship between teachers, principal, and aides.

I like working under the program because it helps me to learn new things and many things that I can help the children with.

If we keep changing our programs we don't have a chance to get used to any one thing. The children stay confused and also can't learn as much by making changes so often. We should work hard with the program we have and make it more effective.

I love this work dearly, and I started out with the program, but this year I feel as though I haven't accomplished very much, to my regret. I'm hoping the future will be better.

Summary of Responses to
QUESTIONNAIRE FOR AIDES (OTHER THAN TEACHER AIDES)

Health Aides

PLEASE GIVE A BRIEF DESCRIPTION OF YOUR DUTIES (INCLUDING IN WHAT WAY YOU HAVE CONTACT WITH THE CHILDREN).

Emergency care for illnesses and injuries to children - first aid
Vision screening
Take heights and weights
Assist physician with health appraisals
Make home visits to urge parents to get detected defects corrected early
Conferences with children concerning different problems

PLEASE EVALUATE THE IMPACT YOUR SERVICES HAVE HAD ON THE EFFECTIVENESS OF THE TITLE I PROGRAM.

Have helped to improve the health and well-being of the children so they can become more productive students.
Have enabled medical problems that could possibly be learning blocks to be identified and corrected.
Have more time to work with children's health problems, since I am here full time.

WHAT PROBLEMS, IF ANY, HAVE YOU ENCOUNTERED IN YOUR JOB THIS YEAR?

Better communication between the health team and the school staff should be encouraged.

Summary of Responses to
PUPIL PERSONNEL QUESTIONNAIRE

HOW MANY MONTHS HAVE YOU BEEN WORKING IN THIS SCHOOL?

	Workers	Aides
1 month or less	9	5
1½ months	2	-
2 months	11	3
2½ months	-	1
3 months	1	-
8 months	1	-
9 months	2	-
13-18 months	3	-
20-24 months	-	2
25-30 months	2	-
30-35 months	1	1
36 months	1	2
42-48 months	1	3
5 years	1	1
6 years	2	1
Blank	--	1
Total N	37	20

PLEASE OUTLINE BRIEFLY YOUR ACTIVITIES THIS YEAR IN THE TITLE I PROGRAM.

Attending to clothing needs of children - visits to Perry Center
Contacting and working with parents - home visits
Taking students to clinic
Working with students who have attendance problems
Administering first aid (in schools where there was no health aide)
Screening students for vision, height, weight (where no health aide)
Conferences with teachers and other staff members re problems of children
Cultural enrichment activities - recreational, field trips
Attending meetings, local and citywide
Assisting teachers with testing
Establishing student clubs and groups (good grooming, knitting, etc.)
Counseling students
Tutoring students
Identifying and dealing with specific problems of children
Familiarization with resources available for helping children (inside and outside school)
Paper work (daily records of all services performed, etc., etc.)
Referrals (student and parent) - also accompanying student and/or parent to community agency
Escorting students to special programs in community
Participated in workshop and staff development

PLEASE INDICATE WHAT YOU CONSIDER TO BE THE GREATEST PROBLEM AMONG THE IDENTIFIED STUDENTS IN YOUR SCHOOL.

Economic need
Absenteeism - truancy
Low academic achievement
Family problems - no male image, lack of parental responsibility and involvement
Health problems
Poor nutrition
Lack of motivation
Behavior
Need to develop better self-image
Lack of interested person to listen to them
Too many programs going on at same time resulting in confusion

APPROXIMATELY HOW MANY PARENTS OF TITLE I STUDENTS HAVE YOU CONTACTED THIS YEAR?

	Workers	Aides
6-10 parents	8	3
11-20	6	1
21-30	3	3
31-40	4	3
41-50	5	3
51-60	3	2
61-70	-	1
71-80	2	-
81-90	3	1
91-100	3	-
101-150	-	-
151-200	1	1
Blank	-	2
Total N	37	20

FOR WHAT REASONS WAS IT NECESSARY TO CONTACT THESE PARENTS?

Absenteeism
Health problems
Behavioral problems
Clothing
Clinic appointments
Counseling of parents
School activities - Youth Serving Youth, Model Cities
Economic needs
To encourage greater involvement on part of parents
To get parental permission for children to participate in activities
Home visits made when parents failed to keep appointments
Introduction of services to individuals or groups

To get information about students
Students taken home ill or injured
Academic problems
To obtain permission to test and work with child

WHAT DIFFICULTIES, IF ANY, HAVE YOU ENCOUNTERED IN YOUR JOB THIS YEAR?

Inadequate work space and facilities (telephone, YSY materials, office supplies, electrical outlets, etc.)
Inadequate communications between regular school staff, Title I personnel, administration, parents, etc.
Identified children whose siblings need services but are ineligible (in upper grades - awkward to work with parents under these conditions)
Delay in identification of students
Lack of direction in terms of administrative decision-making
Lack of transportation support
Lack of sufficient funds to provide special or emergency assistance
Too much clerical work
Parking
Inability to find clothing and other services for needy children

PLEASE DESCRIBE BRIEFLY WHAT YOU CONSIDER TO BE A TYPICAL DAY'S ACTIVITIES.

The day's activities vary so greatly from day to day and from school to school that there really is no "typical" day. However, a day could very well include the following:

Sign in
Check with teachers to find out any immediate problems
Check on absentees
Check my records for unfinished activities
Conferences with children
Home visits
Make appointments for children and parents
Take children to clinic, to obtain clothing, to barber, to dentist, or other appointments
Telephone contacts and follow-ups
Necessary written work

COMMENTS.

I think the Pupil Personnel Services are very helpful to the students and their parents and families. I hope this program will continue. I believe it has really helped a lot of students to stay in school.
Hopefully this area of the D.C. Public Schools will continue and not be abolished.

Since working with Pupil Personnel Services, I have found the program to be very interesting, enjoyable, and at times somewhat exciting. I feel that my efforts have been helpful to families in many ways.

Enjoy the work very much.

I enjoy the work and feel strongly that much can be accomplished, if we are clear on the direction the administrators are taking. More parents are understanding the thrust of the lower grades, but are concerned for their fourth through sixth graders.

Sometimes there just isn't enough time in the day to attend all the needs of our students!

Salaries should be commensurate with the activities of the workers and aides. There should be grade promotions and salary promotions.

Are we spreading ourselves too thin?

In this area of the city, it is evident that family economic status is extremely low. There is very little incentive to keep up surroundings, which tends to reflect in the outlook "why try?"

More bus services, and funds earmarked for emergencies and special activities, would be most helpful.

Suggest training programs for parents in Child Development, Nutrition, Availability and Use of Community Facilities, Family Relations, etc.

Not having a private telephone line is a hindrance.

I feel there is a great need for more organized communication between regular school staff, Title I personnel, and the community for more effective and realistic services.

I feel that concentration on a small group of identified students is ideal, but eliminating grades four, five, and six for supportive personnel services makes it difficult for follow-up and to continue with ongoing services.

I feel there is a need for continuing with the third-grade students when they pass to the fourth grade. It is not easy to discontinue working in our capacity, and the emotional impact on some students will increase the possibility of more dropouts - this was intended to be a Dropout Preventative Program initially.

The method of identifying children was not totally understood this year, as it previously had involved economics, health, absenteeism, and retardation in reading and math. This year the reading and math scores were the only criteria for identifying children and this has defeated some of our purposes.

Summary of Responses to
SPEECH CORRECTIONIST QUESTIONNAIRE

WHICH SCHOOLS HAVE BEEN ASSIGNED TO YOU, AND HOW MANY STUDENTS DO YOU WORK WITH IN EACH?

All of the public elementary schools were covered by seven speech correctionists, with work loads reported as follows:

Number of Schools	Number of Students
5	116
6	97
7	149
8	87
8	141
10	108
10	177

There were a number of cases where the school assignments for speech correctionists were shifted during the year, resulting in the same schools being counted by more than one correctionist.

WHAT ARE THE SPEECH DEFECTS FOUND MOST FREQUENTLY AMONG THE STUDENTS WITH WHOM YOU WORK?

Articulation
Lisps
Delayed speech
Stuttering
Voice disorders (pitch, quality)
Frontal emissions
Substitutions
Distortions

ON A FIVE-POINT SCALE, HOW WOULD YOU RATE YOUR EFFECTIVENESS IN HELPING THESE STUDENTS?

1 5. Very effective
___ 4.
5 3.
1 2.
___ 1. Not effective at all

HOW COULD THE SPEECH CORRECTION SERVICES OFFERED BE MORE EFFECTIVE?

Need additional speech correctionists so that each would have fewer schools to cover and could thus spend more time with each child
More private work areas
More materials offered
If the program was better organized it would be more effective
Fewer meetings to attend
New criteria should be set up for speech correctionists so they can work with children across grade levels in order to help children who are in the same family as identified children - these other children should not be neglected.

WHAT DIFFICULTIES HAVE YOU ENCOUNTERED IN YOUR JOB THIS YEAR?

Inadequate space to work
Lateness in beginning the program
Addition of new schools near end of the school year, and deletion of other schools
Lack of supplies
Lack of organization in department
No opportunity to fully develop programs in schools - inadequate time allotments - too many schools to cover
Lack of overall school discipline
Lack of cleanliness in schools
Parking at some schools
The teachers' resentment at attempting to start a program so late in the year
Changes in assignment of schools has interrupted service for children who were showing improvement in speech
Had I been in these particular schools all year then I might have been very effective; however, since I have been here only since April, the effectiveness of my therapy has been decreased.
I am able to see my cases only an average of ½ hour per week, which is not enough to be very effective.

Summary of Responses to
CULTURAL ENRICHMENT--STUDENT QUESTIONNAIRE

Gr.3	Gr.7	
133	65	Total N

HAVE YOU EVER SEEN A PLAY?

Gr.3	Gr.7	
5%	12%	no
89	52	yes, through school
40	43	yes, with friends or family

HAVE YOU EVER LISTENED TO A CONCERT?

Gr.3	Gr.7	
19%	35%	no
61	32	yes, through school
29	34	yes, with friends or family

HAVE YOU EVER SEEN A DANCE PROGRAM?

Gr.3	Gr.7	
7%	29%	no
68	40	yes, through school
36	42	yes, with friends or family

HAVE YOU EVER BEEN TO THE ZOO?

Gr.3	Gr.7	
5%	5%	no
47	58	yes, through school
79	68	yes, with friends or family

HAVE YOU EVER BEEN TO THE CIRCUS?

Gr.3	Gr.7	
14%	9%	no
34	20	yes, through school
63	75	yes, with friends or family

HAVE YOU EVER BEEN TO A MUSEUM?

Gr.3	Gr.7	
8%	3%	no
68	66	yes, through school
45	51	yes, with friends or family

Gr.3	Gr.7	
133	65	Total N

I THINK PLAYS ARE:

Gr.3	Gr.7	
83%	51%	fun
16	45	okay
2	3	not much fun

I THINK CONCERTS ARE:

Gr.3	Gr.7	
49%	15%	fun
43	43	okay
8	42	not much fun

I THINK DANCE PROGRAMS ARE:

Gr.3	Gr.7	
72%	68%	fun
25	23	okay
4	8	not much fun

I THINK ZOOS ARE:

Gr.3	Gr.7	
71%	55%	fun
18	38	okay
7	6	not much fun

I THINK CIRCUSES ARE:

Gr.3	Gr.7	
89%	78%	fun
8	17	okay
1	5	not much fun

I THINK MUSEUMS ARE:

Gr.3	Gr.7	
51%	51%	fun
38	49	okay
10	2	not much fun

- - - - - - - - -

MUSIC, DANCE, PLAYS, POETRY, AND ART CAN HELP ME TO LEARN MORE ABOUT:

Gr.3	Gr.7	
59%	32%	reading
56	42	history
25	8	science
35	9	mathematics
32	8	spelling
51	35	social studies

IF YOU COULD ONLY DO ONE SPECIAL ACTIVITY THIS YEAR, WHICH WOULD YOU CHOOSE?

Gr.3	Gr.7	
22%	9%	see a play
11	2	listen to a concert
48	55	visit an interesting place in Washington, D.C.
14	5	see a ballet
4	29	none of these

LISTENING TO POETRY IS:

Gr.3	Gr.7	
46%	3%	fun
14	62	boring
39	37	interesting

I WOULD LIKE TO TAKE LESSONS IN.

Gr.3	Gr.7	
71%	69%	dance
18	5	ballet
18	49	modern
35	20	tap
48	66	music
14	29	vocal
31	38	instrumental
50	54	art
23	22	painting
20	31	sculpture
26	18	play acting

Summary of Responses to
TITLE I QUESTIONNAIRE FOR PRINCIPALS

PLEASE GIVE YOUR FRANK APPRAISAL OF THE EFFECTIVENESS OF THE SERVICES OF EACH OF THE FOLLOWING TITLE I STAFF MEMBERS AND ASPECTS OF THE PROGRAM IN MEETING THE NEEDS OF THE STUDENTS IN YOUR SCHOOL, USING THE FOLLOWING SCALE: 2 = very effective; 1 = moderately effective; 0 = not effective; N = non-applicable.

INSTRUCTIONAL COORDINATOR:

Rating of 2 - 15
1 - 12
0 - 0
N - 0
Blank - 2

Reasons or explanations for the rating:

2: Excellent understanding of aims of the program
Sincere effort to fulfill responsibilities
Ability to work well under many different kinds of pressures
Is competent, conscientious person
Because of leadership ability, was able to immediately coordinate staff and services
Well-informed and has a good rapport with everyone
A well-organized, efficient, dedicated person
Has provided invaluable service in keeping the principal knowledgeable regarding Title I - directly assisted all Title I personnel, providing leadership and direct supervision
Handles situations well - is highly experienced - is extremely interested in doing the job well.

1: Has insufficient time alloted to the school - cannot possibly render service to all identified pupils or Title I staff
Lateness of appointment to the position - has made fine beginning in organizing and coordinating the Title I program
Could use her services on a daily basis; when she is here, she is effective, but when she is not here, duties of coordination fall on other personnel in the building
Teachers need orientation and time to adjust - this hindered the coordinator from being more effective.

Blank: Gross injustice to rate effectiveness as coordinator served school only one day a week - unfortunate that her services could not be at least three days a week.

STAFF ASSISTANT:

Rating of 2	-	9
1	-	4
0	-	2
N	-	9
Blank	-	4

Reasons or explanations for the rating:

2: Effectively carried out the responsibilities to better implement the goals and objectives of the program
Did a beautiful job despite inexperience - to be commended
Very good worker, willing, able and ready to do what is necessary to get the job done
During the two weeks she was here she took complete charge of the testing program; sent out, checked in, and submitted the 125 summer school forms, and sent in other forms requested by the Title I office.
Dependable and an asset to the Title I program
Is highly motivated and is trying very hard to do a good job

1: Performs tasks well but has been assigned for a very short time
On the job only since May 1 - after a longer time on the job, effectiveness will undoubtedly improve
Distributes and collects forms, evaluations, and follow-up activities for cultural enrichment program. All-inclusive evaluation impossible since position filled too recently.

0: Worked only one day
Served ½ day.

N: Position not filled.

Blank: No one in this position.

READING TEACHER:

Rating of 2	-	13
1	-	11
0	-	4
N	-	0
Blank	-	1

Reasons or explanations for this rating:

2: I am very impressed with the way she moved in, set up a program, and really worked. The children really WANT to go to her, and that says a lot.

She has been able to assemble schedule effectively to meet the needs of the identified students; she works effectively with all the students; she has a very sincere relationship with other teachers and staff members; and she evaluates and makes appropriate games and materials to assist instruction of pupils.

She has made progress with a few "hard-core" pupils who cannot function well in a classroom situation. The children respond to her and are beginning to open up. One child smiled for the first time.

The reading teacher has been one of the most effective components of the Title I program. Her program meets the needs of each pupil. Visible improvement has been noticed in a short time.

She puts a lot of time and energy into the job - works hard, plans well, accepts suggestions well, is very cooperative.

Children enjoy going to reading, which infers she has made reading enjoyable; room atmosphere good; attitude very healthy; personality with everyone rare; very effective.

We can see much improvement in the children she teaches.

1: She is very cooperative, and the children look forward with great anticipation to working with her. However, I feel this position should have been filled as originally stated with a reading RESOURCE teacher, a person with more experience.

She has the potential of becoming an effective reading teacher. She relates well to young children, and is beginning to establish rapport with her fellow faculty members.

She is a new teacher and needs to improve on techniques of teaching.

She came on board too late to be very effective.

She was not able to work with all students every day because of the large numbers of identified students. This rating does not reflect teacher performance.

She is very enthusiastic, but needs to plan more to meet specific needs of individual students and to provide more of a variety of activities.

The general attitude of the classroom teachers was that the children realized little or no gain from this service.

More experienced personnel are needed in these positions. There are too many students to be seen for effective instructional utilization of the reading teacher.

0: Not industrious; lacks perception.

Seemingly needs much more training and help in understanding her role. Has failed to accept her position as a member of the Title I team. Certainly some of weaknesses can be attached to haste in employment, lateness of implementation of program, and other factors.

Teacher without teaching experience.

Teacher appeared to lack the initiative to carry out an effective program. She needed much in-service training.

MATHEMATICS TEACHER:

Rating of 2 - 13
1 - 14
0 - 1
Blank - 1

Reasons or explanations for this rating:

2: She is well liked by both staff and pupils. She is reliable, has a stable personality, and is a most conscientious member of the staff. She works well with teachers and pupils, and has excellent math qualifications.

Her experience and skillful use of materials and techniques have helped pupils improve markedly in mathematical knowledges and understandings.

The children show interest and ability to relate in a one-to-one situation - they were lost in the classroom.

Is skillful in every way.

Has effective techniques.

The small group attention given identified pupils by this teacher has provided the specialized, individualized attention so many of these children need.

The teachers and I saw much improvement in the children she taught.

As with the reading teacher, the math teacher has set up an impressive program and worked very hard. The children really WANT to go to her, and that says a lot.

She has been a definite asset to the program.

1: She has been associated with the program a very short time, and has not had orientation program. I am sure she will be more effective when she gets more training.

Period of serving has been too short to determine real effectiveness.

The position has merit. It would be desirable to have each teacher a specialist in the field of mathematics.

Is new to teaching - is trying, and improving. Feel he is not as effective as he might be - uses "soft sell" - sometimes wonder if pupils miss the point.

Experience needed in refinement of teaching techniques.
She worked well with the children; has potential for further growth.
She came on board too late to be very effective.
Too many identified students for teacher to work effectively with all of them.
Teacher was not resourceful in utilizing a variety of learning paths and instructional materials at first - she seems just beginning to understand what is needed. Perhaps next year she will be better able to provide a more dynamic program.

0: Teacher without teaching experience - difficulty in adjusting to a flexible program.

EDUCATIONAL AIDES:

Rating of 2 - 13
1 - 6
0 - 1
N - 9

Reasons or explanations for this rating:

2: All perform well with both students and teachers. Many students have been tutored on a one-to-one basis by aides and progress has been made. Personal interest taken in students by aides has improved their self-image.
Aides do a good job with the children and teachers.
The aides are one of the strongest and most effective features of the program. They are able to work with small groups as well as with individuals. They tutor and supervise homework centers.
Are very effective, experienced, work well with children, and perform most tasks well.
Our aides had served for three years in the classroom as Community Reading Assistants, and the training received in this capacity is invaluable - their present performance reflects this.
Aides have adjusted to a difficult situation of children who need tender care, guidance, and concern for their many problems.
Aide was concerned about the program and functioned effectively wherever she was placed.

1: All but one aide have been cooperative and sincerely concerned about the educational program for our pupils. One aide has been ineffective in the classroom, has been chronically absent, and is apparently unable to adjust to the elementary level.
Had only two part-time aides until June 12 when two additional full-time aides were hired.

Aides have received training in assisting pupils with reading and math, but this in no way should affect their attitude toward other duties prescribed by Title I, such as housekeeping and duties relating to supervision of children in lunchrooms and on the playground, etc. Suggest a massive program of training in human relations skills for both teachers and aides.

Aides help a great deal from 9 to 3, but some have not been diligent from 8 to 9 in the morning and from 3:15 to 4:30 in the afternoon.

O: Came on board 6/12/72 - not really effective so far.

N: As of today (6/5/72) we have not received any educational aides.
Have had them two days - can't evaluate their effectiveness yet.
They came too late in the school year to be evaluated.

WORKSHOPS:

Rating of 2	-	15
1	-	7
0	-	3
N	-	3
Blank	-	1

Reasons or explanations for this rating:

2: All teachers attending these have gained ideas and methods in teaching the pupils they serve. They have been enthusiastic about all workshops attended.

Very effective; teachers have been very profuse in their praise of the workshops which they have attended. They especially like to make things which they can use in their classrooms.

Workshops for principals were very informative.

Teachers and aides have declared that they have received great benefits from Title I workshops in phonics, math, cubbyhole teaching, etc.

The privilege of teachers to choose workshops that they felt would prove most beneficial to them and to the children, and the fact that substitutes are employed when teachers are released, promotes satisfying conditions. Workshops related to use of new materials have been beneficial to all.

From reports of persons attending, there is a need for more workshops. Those attended were very good.

Meaningful, thought-provoking, and gave new ideas for teachers.

Information gained has stimulated the thinking and motivated higher performance of teachers and aides.

1: Teachers attending workshops noted that they were beneficial, but limited in scope.

The feedback from teachers indicates that they feel that meaningful instruction, skills, and current educational trends are being provided for them. Some felt that the meetings are not as highly structured (organized) as they possibly could be.

The teachers expressed favorable comments about the workshops; they found them quite helpful as well as interesting.

The teachers enjoyed the workshops and seem to employ some of the techniques introduced.

The two workshop sessions I attended gave me some insight into the content of two new reading programs. It would have been helpful if I had the time to engage in some of the successive workshop sessions. The teachers who attended the workshop sessions felt that they were helpful.

0: According to reading and mathematics teachers, the workshops weren't very effective.

I did not attend any. This rating, therefore, is based on reports I received.

N: I cannot evaluate these, never having attended one. The teachers and aides have made favorable comments.

I cannot evaluate the workshops because they were open only to the classroom teachers.

Have not seen or participated in any.

SPEECH CORRECTIONISTS:

Rating of 2	-	1
1	-	13
0	-	7
N	-	2
Blank	-	6

Reasons or explanations for this rating:

2: Extended services to more children, with less loss of teaching time.

1: Has been able to assist regular speech teacher and eliminate some waiting list needs.

She comes only once a week, but she has worked out an effective program with identified children.

She could provide greater service if she had more time with the identified children.

Have not had a fully operational speech correctionist long enough to evaluate the effectiveness of her program. She spends one half-day per week with our pupils.

Teacher assigned late and to too many schools to be very effective.

Due to lateness of beginning the program, services were received by the children too late to be of much value.

Time will permit a greater effect on the problems.

The services of the Title I speech correctionist have been functional in supplementing the services of the regularly assigned speech teacher. However, I feel one day a week is not sufficient, but could be more advantageously spent working with groups in a more comprehensive speech exercise program with individuals or groups for those needing special attention.

The service, although effective when available, was only in this building one day a week - not enough to really make a meaningful impact.

0: She just isn't here often enough - she has too big a load.

Not assigned to our building enough hours to be effective.

N: (Reasons blank)

Blank: I have had no opportunity to observe the speech correctionist.

She and I did confer on several occasions about the children and her program, but I have been unable to see her at work - she comes only one day a week.

No contact.

PUPIL PERSONNEL SERVICES:

Rating of	2	-	17
	1	-	12
	0	-	0
	N	-	0

Reasons or explanations for this rating:

2: She has an excellent interpretation of her role in the Title I program, and carried out her services in an admirable manner. Her efforts in dealing with the non-academic impediments to learning were effective.

Supportive services are really moving under the guidance of these fine workers. I am especially impressed by the relationship developed between them and the children.

She came well trained and ready for the working circumstances. She has had groups of parents in, visited homes, conferred with teachers, parents, and students, etc.

She has done a very effective job, even though she has done the job alone - we have no aide to assist her.

During the short period assigned, services from the Pupil Personnel Team have proved that this is an invaluable approach to the needs of identified children. She has provided significantly important support to the children, parents, classroom teachers, counselors, and principal, acting as a liaison between home, school, and community. Has been effective in minimizing evident impediments to learning.

One member organized the Student Council and worked regularly with them. Another has worked with older girls in a "Good Grooming" group. All have been "substitute" counselors during 2/3 of the year when we had no counselor on the staff.

Most efficient - tackles all problems presented immediately. Very useful. Have made many contacts by going into the homes.

Pupil Personnel aide rendered excellent service meeting needs of children, building better home-school relations.

The total involvement of these persons have been reflected in the attitudes of parents and children. Home visits and involvement of parents in the program has had positive effects.

Worked diligently, above and beyond the call of duty. Very willing and cooperative.

1: Team has a tendency to wait for each crisis to develop and then try to deal with it. The Team is very good in providing clothing and services to children.

The P.P. worker and aide are shared with another school. They are very cooperative and helpful when they are with us.

These persons would do a more effective job if they worked directly under the supervision of the school principal. This program is too loosely structured with no guidelines.

Insufficient feedback.

Their services could be more effective if one worker could be stationed here full time.

This service provides a cushion for pupils in need of clothing, health action, and a motivation for good attendance.

Their presence is being felt as far as home visits and dissemination of Title I information and services are concerned.

Worker has done the best he could under the circumstances, but his caseload is so large, aides definitely are needed.

The whole Title I Pupil Personnel Service needs improved coordination with the school before any P.P. worker can be very effective.

OTHER (such as Community Aides, Library Aides, Health Aides, etc.):

Rating of 2 - 4
1 - 3
0 - 0
N - 0
Blank - 21

Reasons or explanations for this rating:

2: Health aide is very conscientious and dedicated, who prides herself on having the interests of "her" children at heart.

Health aide is an integral part of the school program. It would be difficult to manage our health problems and followup routine without her.

1: Health aide relieved principal of caring for daily injuries, etc. Feel need for reviewing responsibilities, since much time not constructively used after completion of screening in fall and early part of winter.
Health aide new on the job.

OTHER:

Cultural Enrichment: N = 4 -- Rating of 2 - 3
1 - 1
0 - 0
N - 0

Reasons or explanations for this rating:

2: Programs and trips helped pupils become aware of types of entertainment and advantages within or near our city which otherwise they could not have experienced.
Variety of cultural opportunities; listening skills enhanced; audience behavioral objectives good.

1: (No explanations given)

Urban Service Corps (Shoe needs): N = 1 -- Rating of 1
(No explanations given)

AudioVisual: N = 1 -- Rating of 1
(No explanations given)

WHAT ASPECT DO YOU CONSIDER TO BE THE MOST POSITIVE FEATURE OF THE TITLE I PROGRAM THIS YEAR?

Educational aides
Instructional coordinator and staff assistant, together
Instructional coordinator
Reading and mathematics resource teachers
Pupil Personnel Services workers and aides
Cultural Enrichment activities
Workshops, and substitute service while teachers attend them
The McGraw-Hill reading program
The spirit and enthusiasm extant in the workers in the program that have gotten the program up and racing ahead after a very late start
The receptive attitude of thechildren and parents toward the additional help being given
Having persons become involved in a structured, highly organized form was the catalyst needed to insure the desired movement on the part of teachers, parents, and students toward a more meaningful educational experience.

WHAT TYPES OF SERVICES, OTHER THAN THE EXISTING ONES, WOULD YOU SUGGEST FOR BEST MEETING THE NEEDS OF THE "IDENTIFIED" STUDENTS IN YOUR SCHOOL?

Would like to see services for total school - to be able to deal with family as a unit. Things are just spread too thinly to deal with the kinds of problems pupils bring to school.

The services of a Language Arts teacher, an Art teacher, and a Music teacher, and a Librarian to work exclusively with the identified students in my school.

Full-time health aide.

Complete health (mental) and dental services, including a physician.

More staff in the areas of reading and mathematics.

Speech therapist more than a half-day twice a week.

Parent aide for each Title I classroom, paid.

Increased ways of involving parents in the school program - programs involving family units - parents and children; parent workshops dealing with a variety of family problems.

More males needed!

More clerical help, especially typists.

Mini-physical fitness program, after school, two or three times a week, for both boys and girls.

Counselor-aide to assist with pupils and parents.

Sensitivity program for all staff members involved in the program.

Security aide for each school during the regular school day.

Assistant Principal for Title I services?

Cultural experiences geared to primary level.

Overnight and/or weekend trips of cultural and/or educational nature.

Space - offices for Title I staff, set aside and labeled.

Workshops on handling disruptive children (turning negative behavior to positive behavior.

Some method should be devised to get the most out of the services we have.

Instead of initiating additional services, the present services should be closely monitored to see that they remain effective.

The identified children should be assessed more frequently to see if the supplementary services are effective.

The existing services would be adequate if started early enough with all personnel on board so that the program could get off the ground at one catapult.

Early identification of the emotionally disturbed child is a must. Add to this aspect a prescription for him and some staff development.

The criteria for selection of children needs re-evaluation.

This year much of the principal's time was needed to keep account of Title I affairs, which poses a tremendous burden on the school and its entire operation. If we had been fully staffed with Title I workers, I feel we would have been more successful this year.

Additional facilities for shoes, undergarments.

Summary of Responses to
QUESTIONNAIRE FOR CLASSROOM TEACHERS USING THE
SULLIVAN McGRAW-HILL PROGRAMMED READING MATERIALS

APPROXIMATE DATE YOU STARTED USING THE McGRAW-HILL PROGRAM:

12 - April (no day stated)
10 - April 10-15
5 - April 17-24
10 - April 25-30

5 - Blank

9 - May (no day stated)
8 - May 1
1 - May 10
2 - May 15

DO YOU HAVE AN EDUCATIONAL AIDE?

	Gr. 2	Gr. 3
Yes	47%	46%
No	53%	54%
N =	36	26

IF "YES":

	Gr. 2	Gr. 3
Full time	6%	33%
Part time	94%	67%
N =	17	12

PLEASE EVALUATE THE PROGRAMMED READING WORKSHOPS YOU ATTENDED. DID THE WORKSHOPS ADEQUATELY PREPARE YOU TO USE THE MATERIALS IN YOUR CLASSROOM?

	Grade 2	Grade 3
Yes	42%	46%
No	47%	54%
"Helpful"	11%	-

Evaluations were as follows:

Yes (no further comments) -- N = 4
Very good (no further comments) -- N = 3
Yes - many ideas were suggested on how to help the children enjoy the program and how to challenge the advanced child.
Very informative, and prepared me very well for teaching the program.
Very helpful in preparing me to use Programmed Reading, and I was able to have many of my questions answered.
Excellent, but we need more workshops and training.
The workshops helped, of course, but only experience with your particular class will really prepare the teacher.
Workshops helped some, but I found I learned more by reading the teacher's manual, which was very clear and easy to follow.
Yes, the facts given seemed quite adequate, but once I started using the program I found it best to use some of my own techniques.
The workshops were very helpful, but wish more information on grouping had been given at the beginning, making class organization easier.
The workshops were very helpful, but I would like to see demonstrations in a classroom, to observe teachers who are already familiar with the program.

(Evaluations continued on next page)

No. Most of the help I received came from my studying the manuals and a trial-and-error period with my class.

The workshop I attended did not prepare me adequately to use the materials in my classroom. I had many questions that needed answering, which should have been dealt with. Using the program was like trial-and-error. Also, the late date in receiving it had much to do with this.

No. The program was new to the teachers involved. We were unable to find out a lot of problems until we started working with individual children.

ARE YOU USING THIS PROGRAM EXCLUSIVELY? IF NOT, WHAT OTHER READING MATERIALS ARE YOU USING?

	Grade 2	Grade 3
Yes	40%	46%
No	60%	54%

Supplemental materials used included the following:

Bank Street readers
Sheldon readers
Ginn 100; Ginn 360
Macmillan readers
Harper-Row Basal Series
SRA
ITA
Harris-Clarke
Basal readers
Sullivan (Project Read)
Skills teaching - AAP
Curriculum Series
Library books

HAVE YOU RECEIVED ALL THE MATERIALS YOU NEED? IF NOT, WHAT MATERIALS DO YOU NEED?

	Grade 2	Grade 3
Yes	26%	19%
No	74%	81%

Materials needed included the following:

Teacher's Manual for Series III (N = 13)
Alphabet Cards - Student (N = 7)
Alphabet Cards - Teacher (N = 5)
Filmstrips (1-7, 8-14, Series I, Series II, etc.) (N =17)
Teacher's Guide for filmstrips (N = 4)
Teacher's Guide for end-of-book tests (N = 4)
Teacher's Guide 15-21 (N = 4)
Teacher's Record Book (N = 3)
Word Cards (N = 6)
Sound-Symbol Cards (N = 4)
Storybooks (N = 5)

(List continued on next page)

Answer booklets (various) (N = 3)
Pre-reading materials (N = 2)
Reading books (various) (N = 7)
Inventory sheet (N = 2)

"Some important items were late."

HOW VALID WAS THE PLACEMENT TEST IN GROUPING YOUR STUDENTS? PLEASE EXPLAIN.

For grade 2, the placement test was not used.

The workshop leader instructed us to place all students in Book 1.

It was suggested that the second grade not use placement test but use the test in the test booklet as a means of determining what book to go into.

There wasn't a test for grade 2 placement and this made starting the program more difficult. I had to use the books with some of the children until I found a working level for them.

For grade 3:

The placement test served as a very good indicator of the child's reading ability.

They were very valid and helped very much with correct placement.

Good. It gave me a general idea of where to place the children. However, after the students understood the program better, some had to be placed on a higher level.

The test is as valid as most tests, and along with teacher judgment, was effective in grouping the students.

Test is valid if read orally. Otherwise children tend to be misplaced too low.

Accurate as far as ability to sound out and blend words but not in all cases accurate in reading ability because some children depend more on sight vocabulary than others.

I do not think the placement test was good for many children because they tested lower than they should have been. I found the in-book test better to aid in placement of children.

Not very valid; many of my pupils scored much lower than their reading levels and abilities. Had I placed them in the books on which they scored, it would have been no challenge to them and would have been a waste of time. I found the oral tests to be of more value.

The children scored much lower than I had anticipated. This could have been because of the fact that they were not used to this approach.

I had to use my judgment in placing the children. The children were poor spellers and did poorly on the test.

The pictures in some of the boxes were very misleading and caused wrong responses to be recorded.

WOULD YOU LIKE TO USE THIS PROGRAM AS YOUR MAJOR READING PROGRAM NEXT YEAR? PLEASE POINT OUT THE SPECIFIC ADVANTAGES OR DISADVANTAGES. ARE THERE ANY SPECIAL REQUIREMENTS FOR THE EFFECTIVE OPERATION OF THIS PROGRAM IN YOUR CLASSROOM?

	Grade 2	Grade 3
Yes	81%	88%
No	11%	12%
Other*	8%	-

* "Other" included one "Undecided," one "NA," and one blank.

Advantages and disadvantages:

The program is a great motivator. It does a thorough job in teaching spelling, language, and reading skills. The slower learners are excited about helping the slowest. Every child seems to be really involved. However, the vocabulary isn't reflective of the children. Furthermore, reading comprehension skills are sacrificed by the emphasis placed on linguistics.

Pupils can see immediate success. There is a great improvement in word attack skills and comprehension. Pupils who were failing in reading and math begin to develop a positive self-image. There is a great improvement in all subject areas. Pupils develop good reading habits.

It is a systematic way to teach a class with a wide range.

It is excellent for the slow and average pupils who need the repetition.

It allows for complete individualization of the reading program.

The child is highly motivated; pictorial presentation of content; children feel and see success; child works on his own level; program teaches many language skills.

The structure of the program is such that it requires a great deal of time.

I am hesitant to use it as my only reading program without the basal reader - I feel that the basal reader is important.

I feel it is very good as a remedial program but not as a major program.

It should be noted that a very large number of teachers expressed a need for a teacher aide since there are so many reading groups when using this progra

WITH WHICH GROUP OF YOUR STUDENTS WAS THIS PROGRAM MOST EFFECTIVE?

	Grade 2	Grade 3
Slow	70%	69%
Average	53%	42%
Advanced	8%	4%

Note: These percentages do not add up to 100% since many teachers marked more than one group.

WHAT RECOMMENDATIONS WOULD YOU MAKE FOR THE EFFECTIVE USE OF THIS PROGRAM IN THE 1972-73 SCHOOL YEAR?

Teacher aide for each classroom (trained) (N = 21)
Begin the program in September, and have materials there then (N = 17)
Better orientation and training for teachers; more workshops; more on-the-job training; class demonstrations; etc. (N = 16)
Provide enough materials; replacement materials when needed (N = 7)
Entire class should be Title I; entire class use the program (N = 7)
Start the program in kindergarten and continue it through grade 3, for continuity with the children (N = 4)
Provide visual aid equipment (N = 4)
More teaching aids (N = 3)
Provide consultation services (N = 3)
Teachers should WANT to use the program to make it more effective (N = 2)
More teachers, so classes could be smaller
Materials for activities when not in programmed readers
Extent program to grade 4, for continuity of beneficial program
Limit program to non-combination grades
Use the McGraw-Hill program alone, for greater impact
Better communication (notify teachers of meetings, etc.)
More supplies

"I suggest that teachers allow themselves to discover what McGraw-Hill can do to develop high reading standards for our below-level Title One students who so badly need to develop a positive self-concept."

Summary of Responses to
QUESTIONNAIRE FOR CLASSROOM TEACHERS USING THE CATEGORICAL SOUNDS READING MATERIALS

APPROXIMATE DATE YOU STARTED USING THE CATEGORICAL SOUNDS PROGRAM:

2 - April (no day stated)
1 - April 25

5 - May (no day stated)
6 - May 1-5
6 - May 10-15
2 - May 20-25

1 - Summer 1971

1 - Blank

24 - Total

DO YOU HAVE AN EDUCATIONAL AIDE?	IF "YES": (N = 11)
46% Yes	9% Full time
54% No	91% Part time

PLEASE EVALUATE THE CATEGORICAL SOUNDS READING WORKSHOPS YOU ATTENDED. DID THE WORKSHOPS ADEQUATE PREPARE YOU TO USE THE MATERIALS IN YOUR CLASSROOM?

62% Yes
4% No
33% "Helped"

Evaluations included the following:

Excellent. The workshops were very helpful and informative. Because of the workshops I was able to start the program immediately after I received my materials.

The workshops were very helpful. I was able to get off to a good start without any difficulties. I am really enjoying the materials.

Yes, very much, especially the workshop that the children demonstrated.

Yes; I received enough ideas; listened to enough suggestions to begin the program.

Yes; explained testing, placement, and use of puzzles, practice books, and readers.

Yes. However, the program was so late starting that the children had been exposed to other materials. I am anxious to start out in the fall using CSS with no previous exposure.

The last workshop was very beneficial in that we saw the program in actual use. The progress shown by the children was really inspiring. The innovative approaches used by the teacher were helpful.

Informative but I still feel that more demonstrations with children are needed.

Yes, they did lay a foundation for my using the program; however, my actually beginning the program and working with the children seemed to be even more beneficial.

Reading the manual and attending the workshops helped me to use the program more effectively.

ARE YOU USING THIS PROGRAM EXCLUSIVELY? IF NOT, WHAT OTHER READING MATERIALS ARE YOU USING?

12% Yes
88% No

Supplementary materials being used included:

Bank Street readers
Sheldon Basic Series
Ginn Reading Series
SRA
Project Read materials
The Can Read Program
Phonovisual
My own phonetic developmental program
An individualized reading program
Teacher-made materials
Open Highways
Faraway Places
Big Boy
Allyn and Bacon
Scotts-Foresman
Harper-Row
Library books

HAVE YOU RECEIVED ALL THE MATERIALS YOU NEED? IF NOT, WHAT MATERIALS DO YOU NEED?

54% Yes
46% No

Materials needed included the following:

More reading books (N = 4)
More workbooks (N = 4)
More puzzles (N = 4)
More teacher's manuals (N = 2)
More materials from G on (N = 2)
More records (N = 2)
More alphabets
More mats
More practice books
Record player
More supplies

"Had materials enough for only half my class"

HOW VALID WAS THE PLACEMENT TEST IN GROUPING YOUR STUDENTS? PLEASE EXPLAIN.

Very much so! Each child was identified very closely to his ability range.

Very valuable. It pointed out the specifics that each child needed.

The placement test helped me to find the best working level for each pupil. The test pointed out the weaknesses of the children and gave me a better knowledge of what level to work on with each pupil.

Valid; since my class of second graders were at various levels in a phonetic program, I was able to pinpoint a starting point.

Very valid. The children who were slow in reading in other programs showed up low in the placement test.

Quite valid. I tested only those pupils who were not progressing under traditional basal reader approach. They were still in readiness and the activities in Book A were what they needed.

Fair. Under phonovisual presentation the children had been exposed mainly to short vowel sounds. The result was that all children were placed in Book A because they didn't know long vowel sounds.

I feel there should have been more examples for each test, to eliminate guessing.

The placement test, if used according to printed directions, is not valid. The child may be able to match beginning sounds and pictures, identify rhyming pictures, say and write the long vowels -- and still not be able to blend the sounds and read in the books.

I don't feel the placement test was valid in that it did not present enough material to justify the children's placement on the various levels. I had to test them on other pages besides those assigned. Some children tested on different levels.

WOULD YOU LIKE TO USE THIS PROGRAM AS YOUR MAJOR READING PROGRAM NEXT YEAR?

92%	Yes
8%	No

I would like to continue this reading program. Pupils have made rapid gains and are very competitive.

Each pupil can work on his own level and the program appeals to the interests of the children.

The puzzles are very exciting to the children.

This program is most effective with the slower pupils. It really helps when they are required to sound and write letters. After these skills are acquired, it makes the rest of the reading processes easier.

The phonetic approach that this program seems to emphasize is most beneficial - especially the way the vowels are presented.

I would like to use CSS as my major reading program at the beginning of the year, but would like to branch out and use other programs (mainly SRA) in addition to CSS.

I like the CSS as a phonics program, but along with this program I would like to continue to use a reading series. Advantages of CSS - the puzzle and record approach of teaching the alphabet, and the phonics approach.

This program would be most beneficial to all but especially the slower learners. The more advanced students could go into another reading program, using CSS as a phonics program.

I like these points of CSS: the phonics approach, the rhyming skills, and the ways the pupils can work individually on their own.

I would like to use this program with kindergarten children as the major reading program. I would like to try it in September with first graders before I could determine if it would be the major program.

Yes, but only with the children who are not on grade level. (I am a third-grade teacher.)

No, not as a major program, but as a number one supplementary program. I am in love with BRL; I prefer teaching short vowel sounds first and long sounds next, along with consonant sounds.

No; as a supplementary reading program.

WITH WHICH GROUP OF YOUR STUDENTS WAS THIS PROGRAM MOST EFFECTIVE?

79%	Slow
46%	Average
17%	Advanced

(It is obvious that some teachers marked more than one group.)

WHAT RECOMMENDATIONS WOULD YOU MAKE FOR THE EFFECTIVE USE OF THIS PROGRAM IN THE 1972-73 SCHOOL YEAR?

Begin program in September; have materials there in September (N=10)
Teacher aide (trained) (N=7)
Teacher aides, more effective use of (N=1)
Use program with kindergarten level (N=4)
Use program with entire class (N=1)
Use program in all schools (N=1)
More workshops, more orientation (N=3)
More materials
Eliminate red tape of getting materials through administration
Visual aid equipment in every room
Space to lay out 11 puzzles in a crowded classroom
Observation between classes using program
Give teachers released time to see demonstration classroom in September
Constant feedback
Set up learning centers on activities

APPENDIX A - Part 2

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Table A-1

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.1 - What is the level of the instructional materials this student is using in reading?

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
R.R.	277	21.8	99	12.2	376	18.1	55	4.1	23	3.6	78	4.0
P-P.	565	44.4	242	29.9	807	38.8	198	14.9	45	7.1	243	12.4
P.	287	22.6	251	31.0	538	25.8	324	24.4	64	10.0	388	19.8
1-1	94	7.4	138	17.0	232	11.1	212	15.9	75	11.8	287	14.6
1-2	43	3.4	67	8.3	110	5.3	205	15.4	91	14.3	296	15.1
2-1	5	0.4	12	1.5	17	0.8	227	17.1	181	28.4	408	20.8
2-2	-	-	-	-	-	-	94	7.1	135	21.2	229	11.7
3-1	-	-	-	-	-	-	8	0.6	17	2.7	25	1.3
3-2	1	0.1	-	-	1	0.1	3	0.2	7	1.1	10	0.5
4	-	-	-	-	-	-	-	-	-	-	-	-
Total	1272		810		2082		1330		638		1964	
Mean	3.37		5.42		4.17		11.07		16.11		12.59	
S.D.	3.69		4.68		4.22		8.37		8.39		8.32	
GIRLS												
R.R.	164	15.3	70	8.3	234	12.2	27	2.4	8	1.2	35	2.0
P-P.	485	45.2	196	23.2	681	35.5	105	9.3	18	2.7	123	6.9
P.	278	25.9	260	30.7	538	28.0	226	20.1	47	7.1	273	15.3
1-1	101	9.4	198	23.4	299	15.6	177	15.7	45	6.8	222	12.4
1-2	39	3.6	92	10.9	131	6.8	193	17.2	103	15.7	296	16.6
2-1	5	0.5	25	3.0	30	1.6	267	23.7	185	28.1	452	25.3
2-2	1	0.1	5	0.6	6	0.3	116	10.3	190	28.9	306	17.2
3-1	-	-	-	-	-	-	10	0.9	52	7.9	62	3.5
3-2	-	-	-	-	-	-	4	0.4	9	1.4	13	0.7
4	-	-	-	-	-	-	-	-	1	0.2	1	0.1
Total	1073		846		1919		1125		658		1783	
Mean	3.80		6.71		5.08		13.05		19.20		15.33	
S.D.	3.72		5.19		4.66		7.81		7.71		8.33	
TOTAL (Boys + Girls)												
R.R.	441	18.8	169	10.2	610	15.2	82	3.3	31	2.4	113	3.0
P-P.	1050	44.8	438	26.4	1488	37.2	303	12.4	63	4.9	366	9.8
P.	565	24.1	511	30.9	1076	26.9	550	22.4	111	8.6	661	17.6
1-1	195	8.3	336	20.3	531	13.3	389	15.9	120	9.3	509	13.6
1-2	82	3.5	159	9.6	241	6.0	398	16.2	194	15.0	592	15.8
2-1	10	0.4	37	2.2	47	1.2	494	20.2	366	28.2	860	23.0
2-2	1	0.0	6	0.4	7	0.2	210	8.6	325	25.1	535	14.3
3-1	-	-	-	-	-	-	18	0.7	69	5.3	87	2.3
3-2	1	0.0	-	-	1	0.0	7	0.3	16	1.2	23	0.6
4	-	-	-	-	-	-	-	-	1	0.1	1	0.0
Total	2345		1656		4001		2451		1296		3747	
Mean	3.57		6.08		4.61		11.89		17.68		13.89	
S.D.	3.71		4.99		4.46		7.84		8.20		8.43	

R.R. = Reading Readiness; P-P. = Pre-Primer; P. = Primer.
Scale values: R.R. = 00; P-P. = 02; P. = 05; 1^1 = 10; 1^2 = 15; 2^1 = 20; 2^2 = 25; 3^1 = 30; 3^2 = 35; 4 = 40.

Table A-1 (Continued)

	Grade 3						Total					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
R.R.	60	4.0	13	3.1	73	3.8	392	9.5	135	7.2	527	8.8
P-P.	65	4.3	22	5.2	87	4.5	829	20.1	309	16.5	1138	19.0
P.	159	10.5	29	6.8	188	9.7	771	18.7	344	18.4	1115	18.6
1-1	206	13.6	38	9.0	244	12.6	512	12.4	251	13.4	763	12.7
1-2	147	9.7	15	3.5	162	8.4	396	9.6	173	9.2	569	9.5
2-1	313	20.7	44	10.4	357	18.4	545	13.2	237	12.7	782	13.1
2-2	265	17.5	57	13.4	322	16.6	359	8.7	193	10.3	553	9.2
3-1	171	11.3	88	20.8	259	13.4	179	4.3	105	5.6	284	4.7
3-2	113	7.5	102	24.1	215	11.1	117	2.8	109	5.8	226	3.8
4	15	1.0	16	3.7	31	1.7	15	0.3	16	0.9	31	0.5
Total	1514		424		1938		4115		1872		5988	
Mean	18.34		23.51		19.47		11.31		13.16		11.89	
S.D.	10.17		11.75		10.75		9.96		10.86		10.29	
GIRLS												
R.R.	18	1.4	8	1.8	26	1.5	209	5.9	86	4.4	295	5.4
P-P.	34	2.6	5	1.1	39	2.2	624	17.7	219	11.2	843	15.4
P.	70	5.3	12	2.6	82	4.6	574	16.3	319	16.3	893	16.3
1-1	117	8.9	22	4.9	139	7.8	395	11.2	265	13.5	660	12.1
1-2	106	8.0	12	2.6	118	6.7	338	9.6	207	10.6	545	10.0
2-1	279	21.2	45	9.9	324	18.3	551	15.7	255	13.0	806	14.7
2-2	283	21.5	46	10.2	329	18.6	400	11.4	241	12.3	641	11.7
3-1	229	17.4	110	24.3	339	19.1	239	6.8	162	8.3	401	7.3
3-2	160	12.1	155	34.2	315	17.8	164	4.7	164	8.4	328	6.0
4	22	1.7	38	8.4	60	3.4	22	0.6	39	2.0	61	1.1
Total	1318		453		1771		3516		1957		5473	
Mean	22.14		28.20		23.69		13.64		15.89		14.44	
S.D.	9.42		9.66		9.85		10.67		11.34		10.96	
TOTAL (Boys + Girls)												
R.R.	78	2.8	21	2.4	99	2.7	601	7.9	221	5.8	822	7.2
P-P.	99	3.5	27	3.1	126	3.4	1453	19.0	528	13.8	1981	17.3
P.	229	8.1	41	4.7	270	7.3	1345	17.6	663	17.3	2008	17.5
1-1	323	11.4	60	6.8	383	10.3	907	11.9	516	13.5	1423	12.4
1-2	253	8.9	27	3.1	280	7.5	734	9.6	380	9.9	1114	9.7
2-1	592	20.9	89	10.1	681	18.4	1096	14.4	492	12.8	1588	13.9
2-2	548	19.3	103	11.7	651	17.6	759	9.9	434	11.3	1194	10.4
3-1	400	14.1	198	22.6	598	16.1	418	5.5	267	7.0	685	6.0
3-2	273	9.6	257	29.3	530	14.3	281	3.7	273	7.1	554	4.8
4	37	1.3	54	6.1	91	2.5	37	0.5	55	1.5	92	0.8
Total	2832		877		3709		7631		3829		11461	
Mean	20.11		25.93		21.49		12.38		14.55		13.11	
S.D.	10.01		10.98		10.54		10.36		11.19		10.69	

Table A-2

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.2 - What is the level of the instructional materials this student is using in arithmetic (math)?

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
A.R.	458	35.1	154	18.7	612	28.7	93	7.2	34	5.3	127	6.4
1	843	64.5	659	80.0	1502	70.5	473	35.3	113	17.7	586	29.7
2	5	0.4	10	1.2	15	0.7	764	57.1	486	76.2	1250	63.3
3	-	-	1	0.1	1	0.0	5	0.4	5	0.8	10	0.5
4	-	-	-	-	-	-	1	0.1	-	-	1	0.1
Total	1306		824		2130		1340		638		1974	
Mean	0.65		0.83		0.72		1.51		1.72		1.58	
S.D.	0.48		0.42		0.47		0.64		0.57		0.62	
GIRLS												
A.R.	303	27.5	111	13.0	414	21.1	56	4.9	14	2.1	70	3.9
1	791	71.8	730	85.2	1521	77.6	398	35.0	94	14.3	492	27.4
2	8	0.7	16	1.9	24	1.2	680	59.8	538	81.6	1218	67.8
3	-	-	-	-	-	-	4	0.4	13	2.0	17	0.9
4	-	-	-	-	-	-	-	-	-	-	-	-
Total	1102		857		1959		1138		659		1797	
Mean	0.73		0.89		0.80		1.56		1.83		1.66	
S.D.	0.46		0.37		0.43		0.59		0.47		0.57	
TOTAL (Boys + Girls)												
A.R.	761	31.6	265	15.8	1026	25.1	149	6.0	48	3.7	197	5.2
1	1634	67.9	1389	82.6	3023	73.9	871	35.2	207	16.0	1078	28.6
2	13	0.5	26	1.5	39	1.0	1444	58.4	1024	79.0	2468	65.4
3	-	-	1	0.1	1	0.0	9	0.4	18	1.4	27	0.7
4	-	-	-	-	-	-	1	0.0	-	-	1	0.0
Total	2408		1681		4089		2474		1297		3771	
Mean	0.69		0.86		0.76		1.53		1.78		1.62	
S.D.	0.47		0.39		0.45		0.62		0.52		0.60	

A.R. = Arithmetic Readiness.

Scale Values: A.R. = 0; 1 = 1; 2 = 2; etc.

Table A-2 (Continued)

	Grade 3						Total					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
A.R.	59	3.9	16	3.8	75	3.9	610	14.7	204	10.8	814	13.5
1	209	13.8	37	8.7	246	12.7	1526	36.7	809	42.8	2335	38.6
2	492	32.6	97	22.8	589	30.4	1262	30.4	593	31.4	1855	30.7
3	744	49.3	273	64.1	1017	52.5	749	18.0	279	14.8	1028	17.0
4	6	0.4	3	0.7	9	0.5	7	0.1	3	0.2	10	0.1
Total	1510		426		1936		4154		1888		6042	
Mean	2.28		2.49		2.33		1.52		1.51		1.52	
S.D.	0.85		0.81		0.85		0.96		0.88		0.93	
GIRLS												
A.R.	27	2.0	8	1.8	35	2.0	386	10.9	133	6.8	519	9.4
1	143	10.9	16	3.5	159	9.0	1332	37.4	840	42.6	2172	39.3
2	457	34.7	68	15.0	525	29.6	1145	32.2	622	31.6	1767	32.0
3	688	52.2	361	79.5	1049	59.2	692	19.5	374	19.0	1066	19.3
4	2	0.2	1	0.2	3	0.2	2	0.1	1	0.1	3	0.1
Total	1317		454		1771		3557		1970		5527	
Mean	2.38		2.73		2.47		1.60		1.63		1.61	
S.D.	0.76		0.61		0.74		0.92		0.87		0.90	
TOTAL (Boys + Girls)												
A.R.	86	3.0	24	2.7	110	3.0	996	12.9	337	8.7	1333	11.5
1	352	12.5	53	6.0	405	10.9	2858	37.1	1649	42.7	4507	39.0
2	949	33.6	165	18.8	1114	30.1	2407	31.2	1215	31.5	3622	31.3
3	1432	50.7	634	72.0	2066	55.7	1441	18.7	653	16.9	2094	18.1
4	8	0.3	4	0.5	12	0.3	9	0.1	4	0.1	13	0.1
Total	2827		880		3707		7711		3858		11569	
Mean	2.33		2.61		2.40		1.56		1.57		1.56	
S.D.	0.81		0.73		0.80		0.94		0.87		0.92	

Table A-3

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.3 - Does he voluntarily participate in classroom activities? (Scale: 5 = Most of the time; 1 = Not at all)

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
*5	249	19.1	252	30.5	501	23.5	228	17.1	205	32.1	433	22.0
4	262	20.1	197	23.8	459	21.5	279	20.9	167	26.2	446	22.6
3	335	25.7	193	23.3	528	24.8	416	31.2	140	21.9	556	28.2
2	291	22.3	113	13.7	404	19.0	271	20.3	79	12.4	350	17.8
1	167	12.8	72	8.7	239	11.2	139	10.4	47	7.4	186	9.4
Total	1304		827		2131		1333		638		1971	
Mean	3.10		3.54		3.27		3.14		3.63		3.30	
S.D.	1.30		1.29		1.31		1.22		1.25		1.25	
GIRLS												
*5	263	23.9	360	42.0	623	31.8	243	21.4	277	42.3	520	29.0
4	251	22.8	226	26.4	477	24.4	273	24.0	168	25.6	441	24.6
3	288	26.2	140	16.3	428	21.9	344	30.2	116	17.7	460	25.7
2	194	17.6	78	9.1	272	13.9	202	17.7	66	10.1	268	14.9
1	105	9.5	53	6.2	158	8.1	76	6.7	28	4.3	104	5.8
Total	1101		857		1958		1138		655		1793	
Mean	3.34		3.89		3.58		3.36		3.92		3.56	
S.D.	1.28		1.22		1.28		1.19		1.18		1.21	
TOTAL (Boys + Girls)												
*5	512	21.3	612	36.3	1124	27.5	471	19.1	482	37.3	953	25.3
4	513	21.3	423	25.1	936	22.9	552	22.3	335	25.9	887	23.6
3	623	25.9	333	19.8	956	23.4	760	30.8	256	19.8	1016	27.0
2	485	20.2	191	11.3	676	16.5	473	19.1	145	11.2	618	16.4
1	272	11.3	125	7.4	397	9.7	215	8.7	75	5.8	290	7.7
Total	2405		1684		4089		2471		1293		3764	
Mean	3.21		3.72		3.42		3.24		3.78		3.42	
S.D.	1.29		1.27		1.31		1.21		1.22		1.24	

* 5-point scale: 5 = Most of the time; 1 = Not at all.

Table A-3 (Continued)

	Grade 3						Total					
BOYS	Identified		Not Id.		Total		Identified		Not Id.		Total	
	N	%	N	%	N	%	N	%	N	%	N	%
*5	183	12.1	116	27.1	299	15.4	660	15.9	573	30.3	1233	20.4
4	344	22.8	113	26.4	457	23.6	886	21.3	477	25.2	1363	22.6
3	473	31.3	99	23.1	572	29.5	1224	29.5	432	22.8	1656	27.4
2	354	23.4	70	16.4	424	21.9	917	22.1	262	13.8	1179	19.5
1	157	10.4	30	7.0	187	9.6	463	11.2	149	7.9	612	10.1
Total	1511		428		1939		4150		1893		6043	
Mean	3.03		3.50		3.13		3.09		3.56		3.24	
S.D.	1.17		1.24		1.20		1.23		1.27		1.26	
GIRLS												
*5	251	19.1	179	39.6	430	24.3	757	21.3	816	41.5	1573	28.5
4	365	27.8	122	27.0	487	27.6	889	25.0	516	26.3	1405	25.5
3	379	28.8	86	19.0	465	26.3	1011	28.5	342	17.4	1353	24.5
2	220	16.7	41	9.1	261	14.8	616	17.3	185	9.4	801	14.5
1	99	7.5	24	5.3	123	7.0	280	7.9	105	5.3	385	7.0
Total	1314		452		1766		3553		1964		5517	
Mean	3.34		3.87		3.48		3.35		3.89		3.54	
S.D.	1.18		1.19		1.20		1.21		1.20		1.24	
TOTAL (Boys + Girls)												
*5	434	15.4	295	33.5	729	19.7	1417	18.4	1389	36.0	2806	24.3
4	709	25.1	235	26.7	944	25.5	1775	23.0	993	25.7	2768	23.9
3	852	30.2	185	21.0	1037	28.0	2235	29.0	774	20.1	3009	26.0
2	574	20.3	111	12.6	685	18.5	1533	19.9	447	11.6	1980	17.1
1	256	9.1	54	6.1	310	8.4	743	9.6	254	6.6	997	8.6
Total	2825		880		3705		7703		3857		11560	
Mean	3.17		3.69		3.30		3.21		3.73		3.38	
S.D.	1.18		1.23		1.21		1.23		1.24		1.26	

* 5-point scale: 5 = Most of the time; 1 = Not at all.

Table A-4

1971-72 STUDENT INFORMATION FORM
DISTRIBUTION OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.4 - Is his family supportive of his school efforts? (Scale: 5 = Most of the time; 1 = Not at all)

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
*5	277	22.0	237	30.5	514	25.2	284	21.7	197	31.9	481	25.0
4	236	18.7	161	20.7	397	19.5	236	18.1	140	22.7	376	19.6
3	347	27.5	169	21.8	516	25.3	339	26.0	120	19.4	459	23.9
2	219	17.4	130	16.8	349	17.1	271	20.7	81	13.1	352	18.3
1	182	14.4	79	10.2	261	12.8	176	13.5	79	12.8	255	13.3
Total	1261		776		2037		1306		617		1923	
Mean	3.16		3.45		3.27		3.14		3.48		3.25	
S.D.	1.34		1.34		1.35		1.33		1.39		1.36	
GIRLS												
*5	266	25.1	329	39.6	595	31.5	259	23.5	234	36.8	493	28.4
4	213	20.1	174	20.9	387	20.5	241	21.9	143	22.5	384	22.1
3	283	26.7	164	19.7	447	23.6	294	26.7	136	21.4	430	24.8
2	170	16.0	97	11.7	267	14.1	187	17.0	72	11.3	259	14.9
1	128	12.1	67	8.1	195	10.3	120	10.9	51	8.0	171	9.8
Total	1060		831		1891		1101		636		1737	
Mean	3.30		3.72		3.49		3.30		3.69		3.44	
S.D.	1.33		1.31		1.33		1.29		1.29		1.31	
TOTAL (Boys + Girls)												
*5	543	23.4	566	35.2	1109	28.2	543	22.6	431	34.4	974	26.6
4	449	19.3	335	20.8	784	20.0	477	19.8	283	22.6	760	20.8
3	630	27.1	333	20.7	963	24.5	633	26.3	256	20.4	889	24.3
2	389	16.8	227	14.1	616	15.7	458	19.0	153	12.2	611	16.7
1	310	13.4	146	9.1	456	11.6	296	12.3	130	10.4	426	11.6
Total	2321		1607		3928		2407		1253		3660	
Mean	3.23		3.59		3.38		3.21		3.58		3.34	
S.D.	1.33		1.33		1.35		1.32		1.34		1.29	

*Five-point scale: 5 = Most of the time; 1 = Not at all.

Table A-4 (Continued)

	Grade 3						Total					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
*5	290	20.0	125	30.5	415	22.3	851	21.2	559	31.0	1410	24.2
4	333	22.9	92	22.4	425	22.8	805	20.0	393	21.8	1198	20.6
3	359	24.7	89	21.7	448	24.1	1046	26.0	378	21.0	1424	24.4
2	297	20.5	61	14.9	358	19.2	787	19.6	272	15.1	1059	18.2
1	173	11.9	43	10.5	216	11.6	532	13.2	201	11.1	733	12.6
Total	1452		410		1862		4021		1803		5824	
Mean	3.19		3.48		3.25		3.16		3.46		3.26	
S.D.	1.29		1.34		1.31		1.32		1.36		1.34	
GIRLS												
*5	288	22.7	153	35.3	441	25.9	813	23.7	716	37.7	1529	28.7
4	319	25.2	104	24.0	423	24.9	773	22.5	421	22.2	1194	22.4
3	339	26.8	101	23.3	440	25.9	916	26.7	401	21.1	1317	24.7
2	183	14.4	54	12.4	237	13.9	540	15.8	223	11.7	763	14.3
1	138	10.9	22	5.1	160	9.4	386	11.3	140	7.4	526	9.9
Total	1267		434		1701		3428		1901		5329	
Mean	3.34		3.72		3.44		3.32		3.71		3.46	
S.D.	1.27		1.21		1.27		1.30		1.28		1.30	
TOTAL (Boys + Girls)												
*5	578	21.3	278	32.9	856	24.0	1664	22.3	1275	34.4	2939	26.4
4	652	24.0	196	23.2	848	23.8	1578	21.2	814	22.0	2392	21.4
3	698	25.7	190	22.5	888	24.9	1962	26.3	779	21.0	2741	24.6
2	480	17.7	115	13.6	595	16.7	1327	17.8	495	13.4	1822	16.3
1	311	11.4	65	7.7	376	10.6	918	12.3	341	9.2	1259	11.3
Total	2719		844		3563		7449		3704		11153	
Mean	3.26		3.60		3.34		3.23		3.59		3.35	
S.D.	1.29		1.28		1.29		1.31		1.32		1.33	

* Five-point scale: 5 = Most of the time; 1 = Not at all.

Table A-5

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.5 - Does he have serious behavioral problems which interfere with his educational progress?

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
Yes	196	15.1	88	10.8	284	13.4	194	14.5	64	10.0	258	13.1
Some	305	23.4	187	23.0	492	23.3	345	25.9	138	21.7	483	24.5
No	800	61.5	538	66.2	1338	63.3	795	59.6	435	68.3	1230	62.4
Total	1301		813		2114		1334		637		1971	
Mean	1.54		1.45		1.50		1.55		1.42		1.51	
S.D.	0.74		0.68		0.72		0.73		0.67		0.72	
GIRLS												
Yes	78	7.1	32	3.8	110	5.7	56	4.9	19	2.9	75	4.2
Some	178	16.3	114	13.4	292	15.0	191	16.8	77	11.7	268	14.9
No	839	76.6	704	82.8	1543	79.3	890	78.3	560	85.4	1450	80.9
Total	1095		850		1945		1137		656		1793	
Mean	1.31		1.21		1.26		1.27		1.18		1.23	
S.D.	0.60		0.49		0.55		0.54		0.45		0.51	
TOTAL (Boys + Girls)												
Yes	274	11.4	120	7.2	394	9.7	250	10.1	83	6.4	333	8.8
Some	483	20.2	301	18.1	784	19.3	536	21.7	215	16.6	751	20.0
No	1639	68.4	1242	74.7	2881	71.0	1685	68.2	995	77.0	2680	71.2
Total	2396		1663		4059		2471		1293		3764	
Mean	1.43		1.33		1.39		1.42		1.29		1.38	
S.D.	0.69		0.60		0.66		0.67		0.58		0.64	

Scale Values: Yes = 3; Some = 2; No = 1.

Table A-5 (Continued)

	Grade 3						Total					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
Yes	264	17.5	58	13.6	322	16.7	655	15.8	210	11.2	865	14.4
Some	458	30.4	118	27.8	576	29.8	1109	26.8	443	23.6	1552	25.8
No	785	52.1	249	58.6	1034	53.5	2380	57.4	1222	65.2	3603	59.8
Total	1507		425		1932		4144		1875		6020	
Mean	1.65		1.55		1.63		1.58		1.46		1.55	
S.D.	0.76		0.72		0.75		0.75		0.69		0.73	
GIRLS												
Yes	80	6.1	13	2.9	93	5.3	214	6.0	64	3.3	278	5.1
Some	252	19.2	55	12.2	307	17.4	621	17.5	246	12.6	867	15.8
No	981	74.7	383	84.9	1364	77.3	2710	76.4	1647	84.2	4357	79.2
Total	1313		451		1764		3545		1957		5502	
Mean	1.31		1.18		1.28		1.30		1.19		1.26	
S.D.	0.58		0.45		0.55		0.57		0.50		0.54	
TOTAL (Boys + Girls)												
Yes	344	12.2	71	8.1	415	11.2	869	11.3	274	7.2	1143	9.9
Some	710	25.2	173	19.7	883	23.9	1730	22.5	689	18.0	2419	21.0
No	1766	62.6	632	72.1	2398	64.9	5090	66.2	2869	74.9	7960	69.1
Total	2820		876		3696		7689		3832		11522	
Mean	1.50		1.36		1.46		1.45		1.32		1.41	
S.D.	0.70		0.63		0.69		0.69		0.60		0.66	

Table A-6

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.6 - Does he have serious problems with being able to communicate, which interfere with his educational progress?

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
Yes	193	14.9	72	8.8	265	12.6	132	9.9	46	7.2	178	9.0
Some	285	22.0	146	17.9	431	20.5	304	22.8	117	18.4	421	21.4
No	815	63.0	596	73.2	1411	67.0	896	67.3	474	74.4	1370	69.6
Total	1293		814		2107		1332		637		1969	
Mean	1.52		1.36		1.46		1.43		1.33		1.39	
S.D.	0.74		0.64		0.71		0.67		0.60		0.65	
GIRLS												
Yes	103	9.5	41	4.8	144	7.5	67	5.9	15	2.3	82	4.6
Some	194	17.9	102	12.0	296	15.3	204	18.0	73	11.1	277	15.5
No	786	72.6	704	83.1	1490	77.2	863	76.1	568	86.6	1431	79.9
Total	1083		847		1930		1134		656		1790	
Mean	1.37		1.22		1.30		1.30		1.16		1.25	
S.D.	0.65		0.52		0.60		0.57		0.42		0.53	
TOTAL (Boys + Girls)												
Yes	296	12.5	113	6.8	409	10.1	199	8.1	61	4.7	260	6.9
Some	479	20.2	248	14.9	727	18.0	508	20.6	190	14.7	698	18.6
No	1601	67.4	1300	78.3	2901	71.9	1759	71.3	1042	80.6	2801	74.5
Total	2376		1661		4037		2466		1293		3759	
Mean	1.45		1.29		1.38		1.37		1.24		1.32	
S.D.	0.70		0.58		0.66		0.63		0.53		0.60	

	Grade 3						Total					
BOYS												
Yes	185	12.3	30	7.0	215	11.1	510	12.3	148	7.9	658	10.9
Some	353	23.4	81	19.0	434	22.5	944	22.8	344	18.3	1288	21.4
No	969	64.3	315	73.9	1284	66.4	2680	64.8	1385	73.8	4065	67.7
Total	1507		426		1933		4134		1877		6011	
Mean	1.48		1.33		1.45		1.48		1.34		1.44	
S.D.	0.70		0.60		0.69		0.70		0.62			
GIRLS												
Yes	76	5.8	11	2.4	87	4.9	246	7.0	67	3.4	313	5.7
Some	256	19.5	47	10.4	303	17.2	654	18.5	222	11.4	876	16.0
No	982	74.7	392	87.1	1374	77.9	2631	74.5	1664	85.2	4295	78.3
Total	1314		450		1764		3531		1953		5484	
Mean	1.31		1.15		1.27		1.32		1.18		1.27	
S.D.	0.57		0.42		0.54		0.60		0.47			
TOTAL (Boys + Girls)												
Yes	261	9.3	41	4.7	302	8.2	756	9.9	215	5.6	972	8.5
Some	609	21.6	128	14.6	737	19.9	1598	20.8	566	14.8	2164	18.8
No	1951	69.2	707	80.7	2658	71.9	5311	69.3	3049	79.6	8360	72.7
Total	2821		876		3697		7665		3830		11496	
Mean	1.40		1.24		1.36		1.41		1.26		1.36	
S.D.	0.65		0.53		0.63		0.66		0.55		0.63	

Scale Values: Yes = 3; Some = 2; No = 1.

Table A-7

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.7 - Is he in the same grade this year as last year?

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
No	1093	84.3	566	70.7	1659	79.1	1109	84.8	505	83.6	1614	84.5
Yes	204	15.7	235	29.3	439	20.9	198	15.1	99	16.4	297	15.5
Total	1297		801		2098		1307		604		1911	
Mean	1.16		1.29		1.21		1.15		1.16		1.16	
S.D.	0.36		0.46		0.41		0.36		0.37		0.36	
GIRLS												
No	952	87.0	686	81.5	1638	84.6	1013	91.0	561	87.7	1574	89.8
Yes	142	13.0	156	18.5	298	15.4	100	9.0	79	12.3	179	10.2
Total	1094		842		1936		1113		640		1753	
Mean	1.13		1.19		1.15		1.09		1.12		1.10	
S.D.	0.34		0.39		0.36		0.29		0.33		0.30	
TOTAL (Boys + Girls)												
No	2045	85.5	1252	76.2	3297	81.7	2122	87.7	1066	85.7	3188	87.0
Yes	346	14.5	391	23.8	737	18.3	298	12.3	178	14.3	476	13.0
Total	2391		1643		4034		2420		1244		3664	
Mean	1.14		1.24		1.18		1.12		1.14		1.13	
S.D.	0.35		0.43		0.39		0.33		0.35		0.34	

BOYS	Grade 3						Total					
No	1249	84.6	334	82.1	1583	84.0	3453	84.6	1405	77.5	4859	82.4
Yes	228	15.4	73	17.9	301	16.0	630	15.4	407	22.5	1037	17.6
Total	1477		407		1884		4083		1812		5896	
Mean	1.15		1.18		1.16		1.15		1.22		1.18	
S.D.	0.36		0.38		0.37		0.36		0.42		0.38	
GIRLS												
No	1184	91.3	403	91.8	1587	91.4	3149	89.9	1650	85.9	4799	88.5
Yes	113	8.7	36	8.2	149	8.6	355	10.1	271	14.1	626	11.5
Total	1297		439		1736		3504		1921		5425	
Mean	1.09		1.08		1.09		1.10		1.14		1.12	
S.D.	0.28		0.27		0.28		0.30		0.35		0.32	
TOTAL (Boys + Girls)												
No	2433	87.7	737	87.1	3170	87.6	6602	87.0	3055	81.8	9658	85.3
Yes	341	12.3	109	12.9	450	12.4	985	13.0	678	18.2	1663	14.7
Total	2774		846		3620		7587		3733		11321	
Mean	1.12		1.13		1.12		1.13		1.18		1.15	
S.D.	0.33		0.34		0.33		0.34		0.39		0.35	

Scale Values: Yes = 2; No = 1.

Table A-8

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.8 - How many days has he been absent for any reason from September 1971 through 17 March 1972? (1 = 0-9 days; 2 = 10-19 days; 3 = 20-29 days; 4 = 30-39 days; 5 = 40-89 days; 6 = 90+ days)

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
*1	718	56.7	488	62.2	1206	58.8	900	68.6	438	72.0	1338	69.7
2	314	24.8	188	23.9	502	24.5	257	19.6	101	16.6	358	18.6
3	118	9.3	54	6.9	172	8.4	89	6.8	42	6.9	131	6.8
4	71	5.6	32	4.1	103	5.0	36	2.7	15	2.5	51	2.7
5	40	3.2	21	2.7	61	3.0	28	2.1	12	2.0	40	2.1
6	6	0.5	2	0.3	8	0.4	2	0.2	-	-	2	0.1
Total	1267		785		2052		1312		608		1920	
Mean	1.75		1.62		1.70		1.51		1.46		1.49	
S.D.	1.09		0.99		1.05		0.91		0.88		0.93	
GIRLS												
*1	560	52.7	491	60.6	1051	56.1	709	62.9	437	69.1	1146	65.2
2	281	26.5	193	23.8	474	25.3	256	22.7	123	19.5	379	21.5
3	114	10.7	71	8.8	185	9.9	94	8.3	53	8.4	147	8.4
4	52	4.9	33	4.1	85	4.5	51	4.5	12	1.9	63	3.6
5	51	4.8	19	2.3	70	3.7	16	1.4	7	1.1	23	1.3
6	4	0.4	3	0.4	7	0.4	1	0.1	-	-	1	0.1
Total	1062		810		1872		1127		632		1759	
Mean	1.84		1.65		1.76		1.59		1.46		1.55	
S.D.	1.14		1.00		1.09		0.93		0.81		0.89	
TOTAL (Boys + Girls)												
*1	1278	54.9	979	61.4	2557	57.5	1609	66.0	875	70.6	2484	67.5
2	595	25.0	381	23.9	976	24.9	513	21.0	224	18.1	737	20.0
3	232	10.0	125	7.8	357	9.1	183	7.5	95	7.7	278	7.6
4	123	5.3	65	4.1	188	4.8	87	3.6	27	2.2	114	3.1
5	91	3.9	40	2.5	131	3.3	44	1.8	19	1.5	63	1.7
6	10	0.4	5	0.3	15	0.4	3	0.1	-	-	3	0.1
Total	2329		1595		3924		2439		1240		3679	
Mean	1.79		1.63		1.73		1.55		1.46		1.52	
S.D.	1.11		1.00		1.07		0.92		0.85		0.90	

* 1 = 0-9 days
2 = 10-19 days
3 = 20-29 days
4 = 30-39 days
5 = 40-89 days
6 = 90+ days

Table A-8 (Continued)

	Grade 3						Total					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
*1	997	67.9	301	74.3	1298	69.3	2615	64.6	1227	68.2	3843	65.7
2	312	21.3	68	16.8	380	20.3	883	21.8	357	19.9	1240	21.2
3	94	6.4	24	5.9	118	6.3	301	7.4	120	6.7	421	7.2
4	27	1.8	7	1.7	34	1.8	135	3.3	54	3.0	189	3.2
5	33	2.2	3	0.7	36	1.9	101	2.5	36	2.0	137	2.3
6	5	0.3	2	0.5	7	0.4	13	0.3	4	0.2	17	0.3
Total	1468		405		1873		4048		1798		5847	
Mean	1.50		1.39		1.48		1.58		1.51		1.56	
S.D.	0.90		0.81		0.89		0.98		0.92		0.96	
GIRLS												
*1	826	64.7	304	70.4	1130	66.2	2095	60.5	1232	65.7	3327	62.3
2	292	22.9	81	18.8	373	21.8	829	23.9	397	21.2	1226	23.0
3	87	6.8	34	7.9	121	7.1	295	8.5	158	8.4	453	8.5
4	42	3.3	3	0.7	45	2.6	145	4.2	48	2.6	193	3.6
5	26	2.0	10	2.3	36	2.1	93	2.7	36	1.9	129	2.4
6	3	0.2	-	-	3	0.2	8	0.2	3	0.2	11	0.2
Total	1276		432		1708		3465		1874		5339	
Mean	1.56		1.46		1.53		1.65		1.54		1.61	
S.D.	0.93		0.85		0.91		1.01		0.91		0.98	
TOTAL (Boys + Girls)												
*1	1823	66.4	605	72.3	2428	67.8	4710	62.7	2458	67.0	7170	64.1
2	604	22.0	149	17.8	753	21.0	1712	22.8	754	20.5	2466	22.0
3	181	6.6	58	6.9	239	6.7	596	7.9	278	7.6	874	7.8
4	69	2.5	10	1.2	79	2.2	279	3.7	102	2.8	381	3.4
5	59	2.1	13	1.6	72	2.0	194	2.6	72	2.0	266	2.4
6	8	0.3	2	0.2	10	0.3	21	0.3	7	0.2	28	0.3
Total	2744		837		3581		7512		3672		11185	
Mean	1.53		1.43		1.50		1.62		1.53		1.59	
S.D.	0.92		0.83		0.90		0.99		0.92		0.97	

* 1 = 0-9 days
2 = 10-19 days
3 = 20-29 days
4 = 30-39 days
5 = 40-89 days
6 = 90+ days

Table A-9

1971-72 STUDENT INFORMATION FORM
DISTRIBUTIONS OF ITEM RESPONSES BY GRADE, SEX, AND IDENTIFICATION STATUS

Q.9 - Considering the needs of the students in your school, assistance to this student should be given the following priority: 1 = Highest priority; 2 = Middle priority; 3 = Lowest priority; 4 = Doesn't need special help.

	Grade 1						Grade 2					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
*1	702	53.9	296	36.2	998	47.1	648	49.4	184	29.2	832	42.8
2	350	26.9	254	31.1	604	28.5	401	30.6	181	28.7	582	30.0
3	143	11.0	145	17.7	288	13.6	173	13.2	125	19.8	298	15.3
4	108	8.3	123	15.0	231	10.9	90	6.9	141	22.3	231	11.9
Total	1303		818		2121		1312		631		1943	
Mean	1.74		2.12		1.88		1.78		2.35		1.96	
S.D.	0.95		1.06		1.01		0.92		1.12		1.03	
GIRLS												
*1	451	41.4	217	25.7	668	34.6	446	40.0	134	20.7	580	32.9
2	338	31.0	224	26.5	562	29.1	391	35.1	151	23.3	542	30.8
3	184	16.9	167	19.8	351	18.2	179	16.1	164	25.3	343	19.5
4	116	10.7	236	28.0	352	18.2	98	8.8	199	30.7	297	16.9
Total	1089		844		1933		1114		648		1762	
Mean	1.97		2.50		2.20		1.94		2.66		2.20	
S.D.	1.00		1.15		1.10		0.95		1.12		1.08	
TOTAL (Boys + Girls)												
*1	1153	48.2	513	30.9	1666	41.1	1094	45.1	318	24.9	1412	38.1
2	688	28.8	478	28.8	1166	28.8	792	32.6	332	26.0	1124	30.3
3	327	13.7	312	18.8	639	15.8	352	14.5	289	22.6	641	17.3
4	224	9.4	359	21.6	583	14.4	188	7.7	340	26.6	528	14.3
Total	2392		1662		4054		2426		1279		3705	
Mean	1.84		2.31		2.03		1.85		2.51		2.08	
S.D.	0.98		1.12		1.07		0.94		1.13		1.06	

*Scale: 1 = Highest priority
2 = Middle priority
3 = Lowest priority
4 = Doesn't need special help

Table A-9 (Continued)

	Grade 3						Total					
	Identified		Not Id.		Total		Identified		Not Id.		Total	
BOYS	N	%	N	%	N	%	N	%	N	%	N	%
*1	766	51.0	145	34.1	911	47.3	2118	51.4	625	33.3	2744	45.8
2	428	28.5	95	22.4	523	27.1	1179	28.6	530	28.3	1709	28.5
3	192	12.8	87	20.5	279	14.5	508	12.3	357	19.0	865	14.4
4	117	7.8	98	23.1	215	11.2	315	7.6	362	19.3	677	11.3
Total	1503		425		1928		4120		1874		5995	
Mean	1.77		2.32		1.90		1.76		2.24		1.91	
S.D.	0.95		1.17		1.03		0.94		1.11		1.02	
GIRLS												
*1	464	35.5	81	18.0	545	31.0	1361	38.8	432	22.2	1793	32.9
2	423	32.4	118	26.2	541	30.8	1152	32.8	493	25.4	1645	30.2
3	254	19.4	110	24.4	364	20.7	617	17.6	441	22.7	1058	19.4
4	166	12.7	142	31.5	308	17.5	380	10.8	577	29.7	957	17.5
Total	1307		451		1758		3510		1943		5453	
Mean	2.09		2.69		2.25		2.00		2.60		2.22	
S.D.	1.02		1.10		1.08		1.00		1.13		1.09	
TOTAL (Boys + Girls)												
*1	1230	43.8	226	25.8	1456	39.5	3479	45.6	1057	27.7	4537	39.6
2	851	30.3	213	24.3	1064	28.9	2331	30.5	1023	26.8	3354	29.3
3	446	15.9	197	22.5	643	17.4	1125	14.7	798	20.9	1923	16.8
4	283	10.1	240	27.4	523	14.2	695	9.1	939	24.6	1634	14.3
Total	2810		876		3686		7630		3817		11448	
Mean	1.92		2.51		2.06		1.87		2.42		2.06	
S.D.	1.00		1.15		1.06		0.98		1.14		1.06	

*1 = Highest priority
2 = Middle priority
3 = Lowest priority
4 = Doesn't need special help

Table A-10

N'S, MEANS, STANDARD DEVIATIONS, AND CORRELATIONS FOR VARIABLES FROM STUDENT INFORMATION FORMS, STANDARD TEST SCORES IN READING AND MATHEMATICS, AND OTHER INFORMATION FOR TITLE I STUDENTS IN GRADES TWO AND THREE

Page

Table A-10-a. Names of Variables, N's, Means, and Standard Deviations A-81

Table A-10-b. Correlation of Variables from Student Information Forms, Pupil Personnel Forms, Test Scores, and Other Student Information - Second Grade A-82

Table A-10-c. Correlation of Variables from Student Information Forms, Pupil Personnel Forms, Test Scores, and Other Student Information - Third Grade A-84

Table A-10-a

NAMES OF VARIABLES, N's, MEANS, AND STANDARD DEVIATIONS

Variables			Second Grade			Third Grade		
No.	Name	Positive Value	N	Mean	S.D.	N	Mean	S.D.
1	Sex	Female	3015	1.48	0.50	2442	1.50	0.50
2	Identified student	Identified	2577	1.72	0.45	2067	1.81	0.3
3	Level of rdg. material	High level	2543	13.52	8.64	2060	21.36	10.06
4	Level of math material	High level	2565	1.64	0.58	2056	2.44	0.7
5	Voluntary participation in class	Most of the time	2565	3.49	1.22	2055	3.37	1.2
6	Supportive family	-ditto-	2499	3.39	1.33	1977	3.40	1.27
7	Behavioral problems	Yes (most severe)	2561	1.35	0.63	2053	1.45	0.69
8	Communication problems	Yes	2559	1.29	0.57	2059	1.32	0.59
9	Repeating grade	Retained	2513	1.11	0.31	2022	1.11	0.3
10	Days absent	Absent	2523	1.50	0.90	1996	1.44	0.
11	Title I treatment	Low priority	2515	2.12	1.07	2048	2.10	1.06
12	New/old Title I school indicator	Old Title I school	3041	0.27	0.44	2446	0.33	0.47
13	Rdg. Total, June 1972 raw score, CTB	High raw score	2870	85.69	17.44	2338	34.54	16.0
14	Rdg. Total, June 1972 grade equivalent score	High g.e. score	2870	26.70	10.32	2338	31.48	12.5
15	Reading score quartile	3rd & 4th q'tile	2880	2.21	1.05	2361	2.20	1.0
16	Rdg. Total, Sept. 1971 raw score	High raw score	2922	60.14	15.97	2398	22.69	10.66
17	Rdg. Total, Sept. 1971 grade equivalent score	High g.e. score	2922	15.16	7.51	2398	22.50	9.20
18	Reading Gain (+ 30)	High gain	2764	41.47	7.22	2293	39.00	10.3
19	Math Total, June 1972 raw score	High raw score	2854	62.98	16.34	2178	53.52	20.2
20	Math Total, June 1972 grade equivalent score	High g.e. score	2854	24.88	8.16	2178	34.58	9.0
21	Math score quartile	3rd & 4th q'tile	2876	2.25	1.07	2138	2.19	1.0
22	Math Total, Sept. 1971 raw score	High raw score	2946	38.12	13.22	2126	30.09	10.7
23	Math Total, Sept. 1971 grade equivalent score	High g.e. score	2946	15.17	6.55	2126	23.43	7.67
24	Math Gain (+ 30)	High gain	2772	39.70	6.27	1919	40.90	8.3
25	Summer school indicator	Attended s.s.	659	0.23	0.42	716	0.21	0.41
26	Rdg.std.score, June 72	High std.score	2870	497.07	99.41	2338	497.14	98.60
27	Rdg.std.score, Sept.71	High std.score	2922	503.33	98.82	2398	497.22	98.4
28	Rdg.std.score--gain	High gain	2764	292.58	77.33	2293	299.96	81.49
29	Math std.score, June 72	High std.score	2854	494.37	99.90	2178	497.18	99.
30	Math std.score, Sept.71	High std.score	2946	502.45	99.82	2125	496.77	96.8
31	Math std.score--gain	High gain	2660	301.56	109.60	2082	348.99	179.84

Table A-10-b

CORRELATION OF VARIABLES
FROM
STUDENT INFORMATION FORMS, PUPIL PERSONNEL FORMS, TEST SCORES, AND OTHER STUDENT INFORMATION

SECOND GRADE

Var.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1		-042	150	064	114	089	-210	-124	-083	019	100	061	167	168	089	104
2	-042		-380	-257	-299	-171	133	137	005	042	-369	-039	-431	-473	-641	-575
3	150	-380		515	474	302	-170	-269	-109	-121	517	-070	588	596	560	586
4	064	-257	515		447	292	-154	-326	-066	-113	431	-070	496	471	408	454
5	114	-299	474	447		506	-265	-418	-091	-194	492	054	500	492	423	458
6	089	-171	302	292	506		-229	-225	-104	-223	298	-024	310	315	284	305
7	-210	133	-170	-154	-265	-229		366	115	058	-265	-043	-178	-186	-167	-181
8	-124	137	-269	-326	-418	-225	366		095	096	-335	-019	-282	-276	-242	-266
9	-083	005	-109	-066	-091	-104	115	095		040	-152	045	-143	-147	-040	-067
10	019	042	-121	-113	-194	-223	058	096	040		-129	-046	-098	-102	-088	-111
11	100	-369	517	431	492	298	-265	-335	-152	-129		-008	501	515	457	492
12	061	-039	-070	-070	054	-024	-043	-019	045	-046	-008		-085	-055	034	030
13	167	-431	588	496	500	310	-178	-282	-143	-098	501	-085		949	637	684
14	168	-473	596	471	492	315	-186	-276	-147	-102	515	-055	949		662	715
15	089	-641	560	408	423	284	-167	-242	-040	-088	457	034	637	662		915
16	104	-575	586	454	458	305	-181	-266	-067	-111	492	030	684	715	915	
17	115	-613	588	425	455	309	-180	-248	-060	-101	498	028	668	713	942	958
18	130	-046	237	233	242	130	-092	-139	-155	-059	229	-109	656	682	-018	016
19	041	-408	477	484	470	264	-167	-294	-076	-108	422	-078	682	659	540	591
20	050	-455	489	470	478	267	-180	-290	-076	-113	442	-024	676	687	562	607
21	020	-620	426	392	389	185	-142	-230	033	-095	404	023	493	511	584	599
22	045	-612	457	415	416	203	-161	-246	014	-081	432	021	540	566	600	650
23	046	-604	456	410	411	199	-159	-241	020	-080	430	018	529	559	601	642
24	027	032	169	183	214	142	-080	-137	-126	-037	142	-056	337	316	105	[illegible]
25	-088	020	-106	-098	-060	-055	032	020	108	033	-095	-020	-136	-126	-067	-066
26	167	-432	590	497	502	311	-179	-283	-143	-098	502	-085	1.0	947	639	682
27	104	-577	588	455	460	306	-182	-267	-068	-111	493	030	684	714	918	1.0
28	092	168	012	076	082	015	-019	-034	-110	-018	032	-140	394	300	-322	-396
29	042	-409	478	486	471	265	-167	-295	-076	-109	423	-078	681	657	542	[illegible]
30	045	-614	458	417	417	204	-162	-246	014	-082	434	021	539	565	602	649
31	-029	225	014	075	057	053	-012	-063	-095	003	-011	-113	110	072	-074	-089

Decimals omitted

SECOND GRADE (Continued)

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Var.
115	130	041	050	039	045	046	027	-088	167	104	092	042	045	-029	1
-613	-046	-408	-455	-620	-612	-604	032	020	-432	-577	168	-409	-614	225	2
588	237	477	489	436	457	456	169	-106	590	588	012	478	458	014	3
425	233	484	470	392	415	410	183	-098	497	455	076	486	417	075	4
455	242	470	478	389	416	411	214	-060	502	460	082	471	417	057	5
309	130	264	267	185	203	199	142	-055	311	306	015	265	204	053	6
-180	-092	-167	-180	-142	-161	-159	-080	032	-179	-182	-019	-167	-162	-012	7
-248	-139	-294	-290	-230	-246	-241	-137	020	-283	-267	-034	-295	-246	-063	8
-060	-155	-076	-076	033	014	020	-126	108	-143	-068	-110	-076	014	-095	9
-101	-059	-108	-113	-095	-081	-080	-057	033	-098	-111	-018	-109	-082	003	10
498	229	422	442	404	432	430	142	-095	502	493	032	423	434	-011	11
028	-109	-078	-024	023	021	018	-056	-020	-085	030	-140	-078	021	-113	12
668	656	682	676	493	540	529	337	-136	1.0	684	394	681	539	110	13
713	682	659	687	511	566	559	316	-126	947	714	300	657	565	072	14
942	-018	540	562	584	600	601	105	-067	639	918	-322	542	602	-074	15
958	016	591	607	599	650	642	128	-066	682	1.0	-396	590	649	-089	16
	-026	563	590	598	636	640	110	-072	667	959	-364	562	636	-093	17
-026		347	360	098	141	129	350	-085	650	009	806	341	135	197	18
563	347		961	603	630	623	595	-102	681	590	115	1.0	629	309	19
590	360	961		624	660	654	613	-087	673	605	090	960	658	252	20
598	098	603	624		936	947	-169	-058	495	602	-141	605	939	-397	21
636	141	630	660	936		986	-175	-053	538	649	-134	629	999	-446	22
640	129	623	654	947	986		-197	-059	527	641	-135	623	987	-432	23
110	350	595	613	-169	-175	-197		-069	330	122	278	589	-182	880	24
-072	-085	-102	-087	-058	-053	-059	-069		-136	-066	-084	-102	-053	-092	25
667	650	681	673	495	538	527	330	-136		680	393	678	535	108	26
959	009	590	605	602	649	641	122	-066	680		-400	587	646	-092	27
-364	806	115	090	-141	-134	-135	278	-084	393	-400		113	-138	260	28
562	341	1.0	960	605	629	623	589	-102	678	587	113		626	308	29
636	135	629	658	939	999	987	-182	-053	535	646	-138	626		-450	30
-093	197	309	252	-397	-446	-432	880	-092	108	-092	260	308	-450		31

Decimals omitted

Table A-10-c

CORRELATION OF VARIABLES
FROM
STUDENT INFORMATION FORMS, PUPIL PERSONNEL FORMS, TEST SCORES, AND OTHER STUDENT INFORMATION

THIRD GRADE

Var.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1		-043	211	072	147	058	-253	-122	-119	010	165	025	119	113	090	097
2	-043		-307	-188	-243	-164	119	118	-008	068	-280	062	-420	-385	-510	-493
3	211	-307		631	569	409	-322	-350	-177	-169	575	-037	646	631	459	465
4	072	-188	631		548	341	-267	-395	-068	-158	462	-046	436	436	271	251
5	147	-243	569	548		523	-277	-402	-150	-203	517	-063	500	481	346	345
6	058	-164	409	341	523		-254	-262	-122	-169	374	-049	353	341	225	233
7	-253	119	-322	-267	-277	-254		401	153	084	-341	044	-313	-302	-172	-166
8	-122	118	-350	-395	-402	-262	401		138	046	-351	029	-307	-309	-172	-169
9	-119	-008	-177	-068	-150	-122	153	138		-013	-175	002	-173	-166	-076	-083
10	010	068	-169	-158	-203	-169	084	046	-013		-191	030	-133	-142	-111	-074
11	165	-280	575	462	517	374	-341	-351	-175	-191		-066	492	470	359	328
12	025	062	-037	-046	-063	-049	044	029	002	030	-066		-059	-057	-040	-042
13	119	-420	646	436	500	353	-313	-307	-173	-133	492	-059		965	576	649
14	113	-385	631	436	481	341	-302	-309	-166	-142	470	-057	965		538	622
15	090	-510	459	271	346	225	-172	-172	-076	-111	359	-040	576	538		842
16	097	-493	465	251	345	233	-166	-169	-083	-074	328	-042	649	622	842	
17	096	-491	463	260	347	232	-165	-168	-078	-104	339	-049	605	581	936	922
18	055	-031	352	293	269	205	-211	-219	-128	-069	257	-024	627	690	-180	-087
19	079	-370	570	522	527	349	-306	-331	-083	-117	466	-026	692	673	409	460
20	077	-351	566	524	520	346	-305	-343	-078	-108	449	-024	670	661	393	451
21	035	-558	339	278	314	188	-126	-126	101	-106	316	003	368	351	366	392
22	028	-538	397	318	369	242	-174	-159	051	-109	369	-027	497	477	430	528
23	027	-500	383	316	355	227	-152	-145	075	-121	349	-028	438	420	389	435
24	070	058	252	282	241	168	-218	-235	-131	-025	177	-010	320	326	066	086
25	-010	067	-100	-055	-055	010	067	082	050	052	-017	-055	-138	-140	-014	-049
26	119	-421	646	437	501	353	-314	-308	-174	-133	494	-059	1.0	965	578	648
27	107	-497	469	256	348	234	-163	-168	-082	-096	332	-055	636	604	854	958
28	019	096	201	206	168	129	-163	-158	-101	-028	166	-015	418	406	-343	-407
29	079	-371	571	523	528	350	-307	-332	-083	-117	467	-026	692	673	410	459
30	022	-516	380	307	370	244	-163	-149	058	-110	371	-029	470	450	412	487
31	053	221	121	109	118	081	-108	-103	-113	027	066	036	143	132	-061	-090

Decimals omitted

THIRD GRADE (Continued)

17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	Var.
096	055	079	077	035	028	027	070	-010	119	107	019	079	022	053	1
-491	-031	-370	-351	-558	-538	-500	058	067	-421	-497	096	-371	-516	221	2
463	352	570	566	339	397	383	252	-100	646	469	201	571	380	121	3
260	293	522	524	278	318	316	282	-055	437	256	206	523	307	109	4
347	269	527	520	314	369	355	241	-055	501	348	168	528	370	118	5
232	205	349	346	188	242	227	168	010	353	234	129	350	244	081	6
-165	-211	-306	-305	-126	-174	-152	-218	067	-314	-163	-163	-307	-163	-108	7
-168	-219	-331	-343	-126	-159	-145	-235	082	-308	-168	-158	-332	-149	-103	8
-078	-128	-083	-078	101	051	075	-131	050	-174	-082	-101	-083	058	-113	9
-104	-069	-117	-108	-106	-109	-121	-025	052	-133	-096	-028	-117	-110	027	10
339	257	466	449	316	369	349	177	-017	494	332	166	467	371	066	11
-049	-024	-026	-024	003	-027	-028	-010	-055	-059	-055	-015	-026	-029	036	12
605	627	692	670	368	497	438	320	-138	1.0	636	418	692	470	143	13
581	690	673	661	351	477	420	326	-140	965	604	406	673	450	132	14
936	-180	409	393	366	430	389	066	-014	578	854	-343	410	412	-061	15
922	-087	460	451	392	528	435	086	-049	648	958	-407	459	487	-090	16
	-188	424	415	373	483	419	064	-034	604	916	-413	423	448	-088	17
-188		437	432	094	145	133	345	-142	625	-091	856	434	141	240	18
424	437		973	476	582	527	572	-095	691	447	275	1.0	552	213	19
415	432	973		457	574	512	615	-096	668	433	261	972	538	191	20
373	094	476	457		877	924	-302	-072	369	385	-034	477	866	-451	21
483	145	582	574	877		937	-238	-063	495	504	-046	581	926	-464	22
419	133	527	512	924	937		-362	-059	436	419	-014	526	890	-456	23
064	345	572	615	-302	-238	-362		-052	316	078	297	570	-234	881	24
-034	-142	-095	-096	-072	-063	-059	-052		-138	-037	-117	-095	-055	-055	25
604	625	691	668	369	495	436	316	-138		633	416	689	467	142	26
916	-091	447	433	385	504	419	078	-037	633		-399	444	461	-085	27
-413	856	275	261	-034	-046	-014	297	-117	416	-399		275	-030	285	28
423	434	1.0	972	477	581	526	570	-095	689	444	275		550	212	29
448	141	552	538	866	926	890	-234	-055	467	461	-030	550		-409	30
-088	240	213	191	-451	-464	-456	881	-055	142	-085	285	212	-409		31

Decimals omitted

Table A-11

PUPIL PERSONNEL SERVICES TEAM EVALUATION FORM
Distribution of Responses, by Sex, 1971-72

Boys %	Girls %	
1458	1082	Total N

1. WHAT IS THIS STUDENT'S SELF-IMAGE?

Boys %	Girls %	
13.2	18.2	Very positive
51.0	53.0	Fairly positive
19.5	17.0	Neither positive/negative
12.6	9.0	Fairly negative
3.7	2.9	Very negative
2.43	2.25	Mean
0.99	0.95	S.D.

2. WHAT TYPE OF BEHAVIOR DOES HE EXHIBIT TOWARD OTHER STUDENTS?

Boys %	Girls %	
4.2	1.8	Hostile, antagonistic
5.2	3.2	Unfriendly
22.9	22.0	Neither friendly/hostile
60.3	64.5	Friendly
7.3	8.6	Very friendly, outgoing
3.61	3.75	Mean
0.86	0.73	S.D.

3. HOW FAVORABLE IS THIS STUDENT'S ATTITUDE TOWARD SCHOOL?

Boys %	Girls %	
15.3	21.7	Very favorable
60.1	60.3	Fairly favorable
18.4	12.5	Fairly unfavorable
6.3	5.5	Very unfavorable
2.16	2.02	Mean
0.75	0.75	S.D.

4. IN YOUR OPINION, WOULD THIS STUDENT'S EDUCATIONAL ADJUSTMENT HAVE BEEN IMPROVED HAD HE BEEN IN A DIFFERENT SCHOOL SITUATION THIS YEAR?

Boys %	Girls %	
21.6	13.8	Yes
78.4	86.2	No
1.78	1.86	Mean
0.41	0.34	S.D.

5. WHAT IS THE STRUCTURE OF HIS FAMILY?

Boys %	Girls %	
40.4	40.9	Both parents in the home
50.5	50.0	Only one parent at home
6.9	6.8	Extended family home
1.8	1.7	Substitute family home
0.4	0.6	Other

6. HOW SUPPORTIVE IS HIS FAMILY OF HIS SCHOOL EFFORTS?

Boys %	Girls %	
19.1	24.4	Very supportive
53.4	50.8	Fairly supportive
23.2	20.0	Not very supportive
4.3	4.8	Not supportive at all
2.13	2.05	Mean
0.76	0.80	S.D.

7. UNCOOPERATIVE--COOPERATIVE

Boys %	Girls %	
3.8	2.1	Uncooperative
13.9	9.5	:
25.0	23.6	:
37.8	37.7	:
19.4	27.0	Cooperative
3.55	3.78	Mean
1.07	1.02	S.D.

8. ALERT--DULL

Boys %	Girls %	
9.3	14.7	Alert
30.2	31.8	:
34.4	33.5	:
20.1	16.4	:
6.0	3.6	Dull
2.83	2.63	Mean
1.04	1.04	S.D.

9. IRRESPONSIBLE--RESPONSIBLE

Boys %	Girls %	
6.8	4.1	Irresponsible
20.3	15.1	:
36.0	36.6	:
28.5	30.7	:
8.4	13.5	Responsible
3.11	3.34	Mean
1.04	1.02	S.D.

Table A-11 (Continued)

10. FOLLOWER--LEADER

Boys %	Girls %	
7.4	6.1	Follower
26.5	23.6	:
43.7	47.1	:
16.9	17.0	:
5.5	6.3	Leader
2.87	2.94	Mean
0.97	0.95	S.D.

11. POSITIVE ATTITUDE--NEGATIVE ATTITUDE

Boys %	Girls %	
9.7	16.4	Positive attitude
32.2	35.6	:
36.8	33.8	:
17.0	11.9	:
4.3	2.3	Negative attitude
2.74	2.48	Mean
0.99	0.98	S.D.

12. FRIENDLY--UNFRIENDLY, HOSTILE

Boys %	Girls %	
25.4	31.9	Friendly
38.3	37.0	:
28.5	25.7	:
6.6	4.6	:
1.2	0.9	Unfriendly, Hostile
2.20	2.06	Mean
0.93	0.92	S.D.

13. CONTACTS WITH STUDENTS

A Direct one-to-one:

Boys %	Girls %	
0.7	0.8	10th percentile
1.4	2.2	25th percentile
3.0	3.1	50th percentile
5.6	6.2	75th percentile
12.4	11.7	90th percentile
5.63	5.46	Mean
7.83	8.10	S.D.

B Direct contact in a group:

Boys %	Girls %	
0.0	0.0	10th percentile
0.0	0.0	25th percentile
0.3	0.4	50th percentile
1.9	1.1	75th percentile
5.4	3.7	90th percentile
3.26	4.17	Mean
12.49	12.60	S.D.

14. CONTACTS WITH FAMILY

A At school:

Boys %	Girls %	
0.0	0.0	10th percentile
0.0	0.0	25th percentile
0.3	0.3	50th percentile
1.2	1.3	75th percentile
2.5	3.2	90th percentile
1.10	1.20	Mean
2.61	2.97	S.D.

B At home:

Boys %	Girls %	
0.0	0.0	10th percentile
0.1	0.1	25th percentile
0.7	0.7	50th percentile
2.0	1.9	75th percentile
4.0	3.9	90th percentile
1.51	1.48	Mean
2.73	2.88	S.D.

C By phone:

Boys %	Girls %	
0.0	0.0	10th percentile
0.0	0.0	25th percentile
0.4	0.5	50th percentile
1.8	1.8	75th percentile
4.1	3.8	90th percentile
1.47	1.30	Mean
2.93	2.26	S.D.

15. COMMUNITY CONTACTS

A Health agency or clinic:

Boys %	Girls %	
75.4	73.3	0 contacts
13.5	14.2	1 contact
6.2	6.1	2 contacts
4.9	6.4	3 up
0.45	0.54	Mean
0.98	1.21	S.D.

B Social services:

Boys %	Girls %	
74.2	72.8	0 contacts
12.4	12.2	1 contact
8.8	8.1	2 contacts
4.6	6.9	3 up
0.47	0.60	Mean
0.99	1.41	S.D.

Table A-11 (Continued)

15. COMMUNITY CONTACTS (Continued)

C Employment:

Boys %	Girls %	
96.5	97.2	0 contacts
2.5	1.4	1 contact
0.6	1.1	2 contacts
0.4	0.3	3 up
0.05	0.04	Mean
0.30	0.29	S.D.

D Other Contacts:

90.5	89.8	0 contacts
3.8	4.6	1 contact
3.2	2.5	2 contacts
2.5	3.1	3 up
0.21	0.24	Mean
0.83	0.93	S.D.

16. SCHOOL PERSONNEL CONTACTS

A Principal:

73.3	76.2	0 contacts
9.0	8.1	1 contact
6.8	8.2	2 contacts
10.9	7.5	3 up
0.78	0.63	Mean
1.74	1.55	S.D.

B Assistant Principal:

83.3	85.6	0 contacts
6.5	6.7	1 contact
6.4	4.5	2 contacts
3.8	3.2	3 up
0.37	0.28	Mean
1.10	0.83	S.D.

C Teacher (Classroom, Homeroom)

28.9	35.4	0 contacts
19.8	18.0	1 contact
18.0	16.6	2 contacts
33.3	30.0	3 up
2.33	2.06	Mean
2.59	2.49	S.D.

16. SCHOOL PERSONNEL (Continued)

D Teacher, Other:

Boys %	Girls %	
72.6	67.5	0 contacts
8.8	10.3	1 contact
7.1	9.5	2 contacts
11.5	12.7	3 up
0.80	0.85	Mean
1.78	1.67	S.D.

E School nurse:

83.3	84.2	0 contacts
8.7	7.1	1 contact
5.4	7.1	2 contacts
2.6	1.6	3 up
0.30	0.27	Mean
0.80	0.69	S.D.

F Counselor:

69.5	72.7	0 contacts
16.0	13.8	1 contact
7.3	7.5	2 contacts
7.2	6.0	3 up
0.64	0.53	Mean
1.33	1.12	S.D.

G Title I staff:

65.1	69.7	0 contacts
11.4	8.9	1 contact
7.7	7.1	2 contacts
15.8	14.3	3 up
1.17	1.01	Mean
2.25	2.12	S.D.

H Other school personnel:

89.6	89.7	0 contacts
3.6	3.6	1 contact
2.8	4.0	2 contacts
4.0	2.7	3 up
0.29	0.25	Mean
1.07	0.98	S.D.

Table A-12

PARTIAL CORRELATIONS OF PPF QUESTIONNAIRE ITEMS WITH READING AND MATH GAINS, HOLDING CONSTANT THE CORRELATIONS WITH PRETEST SCORES - GRADES 2 AND 3

PPF Item	Reading Gain				Mathematics Gain			
	$^*r_{12}$	$^*r_{13}$	$^*r_{23}$	$^*r_{12.3}$	$^*r_{12}$	$^*r_{13}$	$^*r_{23}$	$^*r_{12.3}$
1	-.1532	-.2409	-.0800	-.178	-.1179	-.1989	-.0945	-.140
2	.0808	-.2409	.0407	.094	.0109	-.1989	.0363	.013
3	-.1950	-.2409	-.0514	-.214	-.0956	-.1989	-.0399	-.106
4	.0808	-.2409	.0870	.105	.1063	-.1989	.1192	.134
6	-.1005	-.2409	-.0787	-.124	-.0513	-.1989	-.0437	-.061
7	.0935	-.2409	.0870	.118	.0370	-.1989	.1012	.059
8	-.1311	-.2409	-.2146	-.193	-.0901	-.1989	-.2013	-.136
9	.1026	-.2409	.1152	.135	.0513	-.1989	.1284	.079
10	-.0112	-.2409	.1409	.024	.0817	-.1989	.1591	.117
11	-.1006	-.2409	-.1421	-.140	-.0526	-.1989	-.1366	-.082
12	-.0698	-.2409	-.1138	-.101	-.0465	-.1989	-.0989	-.068
13A	-.0484	-.2409	-.0702	-.068	-.0122	-.1989	-.1010	-.033
13B	-.0516	-.2409	.0309	-.046	-.0733	-.1989	.0238	-.070
14A	-.0702	-.2409	.0621	-.057	-.0137	-.1989	.0039	-.013
14B	-.0167	-.2409	-.0519	-.030	.0021	-.1989	-.0595	-.010
14C	.0223	-.2409	-.0332	.015	-.0327	-.1989	.0091	-.032
15A	.0194	-.2409	.0653	.036	-.0394	-.1989	.1657	-.007
15B	.0263	-.2409	-.0773	.008	-.0404	-.1989	-.0573	-.053
15C	-.0160	-.2409	.0026	-.016	.0209	-.1989	-.0398	.013
15D	.0095	-.2409	.0969	.034	.0505	-.1989	.0901	.070
16A	-.0448	-.2409	.0385	-.037	-.0089	-.1989	.0404	-.001
16B	-.0546	-.2409	.0971	-.032	.0188	-.1989	.0782	.035
16C	-.0776	-.2409	.0242	-.074	.0164	-.1989	-.0362	.009
16D	.0130	-.2409	-.1050	-.013	-.1126	-.1989	-.0365	-.122
16E	-.0122	-.2409	.0229	-.007	.0272	-.1989	.0359	.035
16F	-.0693	-.2409	-.0321	-.079	-.0100	-.1989	-.0459	-.020
16G	-.1229	-.2409	-.0301	-.134	-.0335	-.1989	-.0315	-.028
16H	-.0619	-.2409	-.0877	-.086	-.0096	-.1989	-.0882	.008

* 1 = Reading or Math (grade equivalent scores)
2 = PPF item
3 = Pretest (grade equivalentscores)

Formula:

$$r_{12.3} = \frac{r_{12} - r_{13}r_{23}}{\sqrt{1-r_{13}^2} \cdot \sqrt{1-r_{23}^2}}$$

Reference: McNemar, Quinn. Psychological Statistics. John Wiley & Sons, New York, 1949.

APPENDIX B

FORMS

Student Information Form
Pupil Personnel Services Teams Evaluation Form - for Workers and Aides
Instructional Coordinator Questionnaire
Reading and Mathematics Teacher Questionnaire
Classroom Teacher Questionnaire
Teacher Aide Questionnaire
Questionnaire for Aides (Other than Teacher Aides)
Pupil Personnel Questionnaire
Speech Correctionist Questionnaire
Cultural Enrichment--Student Questionnaire
Community School Questionnaire - for Program Directors
Community School Questionnaire - for Teachers/Teacher Aides
Community School Questionnaire - for Students
Community School Questionnaire - for Parents and Other Adults
Title I Questionnaire for Principals
Questionnaire for Classroom Teachers Using the Sullivan McGraw-Hill
    Programmed Reading Materials
Questionnaire for Classroom Teachers Using the Categorical Sounds
    Reading Materials
Survey of Title I Elementary Schools - for Program Evaluation
Survey of Title I Secondary Schools - for Program Evaluation
Survey of Title I Non-Public Schools - for Program Evaluation
Title I School Council Member Questionnaire

The George Washington University
Education Division, SRG
March 1972

Title I
STUDENT INFORMATION FORM

Student Testing No. ___________ (1-6)

Student Name (7-28) ______________________________ Last First Middle

Sex (29) M___ F___

Birth Date (30-35) ___/___/___ Mo./Day/Year

School ______________________________

School Code______ (36-38)

Grade______ (39-40)

INSTRUCTIONS. PLEASE INDICATE YOUR ANSWER TO THE FOLLOWING QUESTIONS RELATED TO THE EDUCATIONAL DEVELOPMENT OF THIS STUDENT:

1. (42-43) What is the level of the instructional materials this student is using in reading?	RR___ 1^1___ 3^1___ 6___ PP___ 1^2___ 3^2___ 7___ P___ 2^1___ 4___ 8___ 2^2___ 5___	Don't know_____(44)
2. (45) What is the level of the instructional materials he is using in arithmetic (math)?	AR___ 3___ 6___ 1___ 4___ 7___ 2___ 5___ 8___	Don't know_____(46)
3. (47) Does he voluntarily participate in classroom activities?	Most of the time 5___ 4___ 3___ 2___ 1___ Not at all	Don't know_____(48)
4. (49) Is his family supportive of his school efforts?	5___ 4___ 3___ 2___ 1___	Don't know_____(50)
5. (51) Does he have serious behavioral problems which interfere with his educational progress?	Yes 3___ Some 2___ No 1___	Don't know_____(52
6. (53) Does he have serious problems with being able to communicate, which interfere with his educational progress?	Yes 3___ Some 2___ No 1___	Don't know_____(5
7. (55) Is he in the same grade this year as last year?	Yes 2___ No 1___	Don't know_____(56
8. (57) How many days has he been absent for any reason from September '71 through 17 March 1972?	0-9___ 20-29___ 40-89___ 10-19___ 30-39___ 90+___	Don't know_____(58
9. (59) Considering the needs of the students in your school, assistance to this student should be given the following priority:	1___ Highest priority 2___ Middle priority 3___ Lowest priority 4___ Doesn't need special help	Don't know_____(60

SEE INFORMATION AND INSTRUCTIONS ON BACK

______________________________ Teacher's name

______________________________ Date

GWU-C27-1-32 rev.

INFORMATION AND INSTRUCTIONS
STUDENT INFORMATION FORM, MARCH 1972

Identification Information (heading)

Student Testing Number. This is the number used in identifying this student's answer sheets when sent in for machine scoring.

Student Name. Please print name, putting last name first, then first and middle names.

School Code. This is the BIM number with the first digit dropped. It need not be filled in by the school or teacher.

Question 1. Check the appropriate response. RR = Reading Readiness, PP = Pre-Primer, P = Primer, 1^1 and 1^2 = first and second semesters of first grade, etc.

Question 2. AR = Arithmetic Readiness, 1 = first grade, 2 = second grade, etc.

Question 3. This refers to the usual behavior of this student in the classroom.

Question 4. This refers to the degree of family supportiveness in regard to the student's education. Evidence of supportiveness would be such things as whether the family follows up on notes sent home, comes to school on appropriate occasions (such as PTA, scheduled counseling conferences, school or class programs, etc.), or any other indications known to the teacher of interest or encouragement by the student's family toward his school efforts (for example, does his family see that he does his homework?).

Question 5. If his behavior is usually disruptive or otherwise prevents his satisfactory learning, then mark "Yes." If this is very rarely a problem, mark "No." If his behavior is somewhere between the two, mark "Some."

Question 6. This does not refer to speech defects, but rather to the degree with which the student's speech pattern interferes with classroom speaking, listening, reading, and writing.

Question 7. This is to determine whether or not the student is repeating the same grade as last school year.

Question 8. This question is very important, as absenteeism is an important indication of many educational problems.

Question 9. Since all students needing special help cannot receive the maximum desirable in each instance, it may be necessary to choose which students need most the type of help provided by Title I efforts.

Public Schools of the District of Columbia
Division of Planning, Research and Evaluation
1971-72 School Year

PUPIL PERSONNEL SERVICES TEAMS EVALUATION FORM - FOR WORKERS AND AIDES

Student I.D. No. (1-6) ____________________

Sex (29) ___M ___F

Student Name (7-28) ______________________________ Last First Middle

Birth Date (30-35) ____________ Month/Day/Year

School ______________________________

School Code (36-38) ____________

Grade (39-40) ______

-- --

INSTRUCTIONS: This part of the form should reflect your Team's considered judgment as to the student's school and home problems as they affect his educational development, at the end of the school year. If you are unable to evaluate any characteristic from your contacts with him and/or his family, please check the "Don't know" line. DO NOT SKIP ANY QUESTIONS.

1. What is this student's self-image?
(41) a. _____ Very positive
b. _____ Fairly positive
c. _____ Neither positive nor negative
d. _____ Fairly negative
e. _____ Very negative
(42) f. _____ Don't know

2. What type of behavior does he
(43) exhibit toward other students?
a. _____ Hostile, antagonistic
b. _____ Unfriendly
c. _____ Neither friendly nor hostile
d. _____ Friendly
e. _____ Very friendly, outgoing
(44) f. _____ Don't know

3. How favorable is this student's
(45) attitude toward school?
a. _____ Very favorable
b. _____ Fairly favorable
c. _____ Fairly unfavorable
d. _____ Very unfavorable
(46) e. _____ Don't know

4. In your opinion, would this student's
(47) educational adjustment have been improved had he been in a different school situation this year?
a. _____ Yes
b. _____ No
(48) c. _____ Don't know

5. What is the structure of his family?
(49) a. _____ Both parents in the home
b. _____ Only one parent in the hom
c. _____ Extended family home
d. _____ Substitute family home
e. _____ Other (specify: ____________________)
(50) f. _____ Don't know

6. How supportive is his family of his
(51) school efforts?
a. _____ Very supportive
b. _____ Fairly supportive
c. _____ Not very supportive
d. _____ Not supportive at all
(52) e. _____ Don't know

-- --

PLEASE INDICATE WHERE THIS STUDENT STANDS ON EACH OF THE FOLLOWING SCALES:

7.	Uncooperative	____	____	____	____	____	Cooperative	(53)
8.	Alert	____	____	____	____	____	Dull	(54)
9.	Irresponsible	____	____	____	____	____	Responsible	(55)
10.	Follower	____	____	____	____	____	Leader	(56)
11.	Positive attitude	____	____	____	____	____	Negative attitude	(57)
12.	Friendly	____	____	____	____	____	Unfriendly, hostile	(58)

-- --

GWU-C25-8-41

INSTRUCTIONS: In this section, indicate the sorts of intervention your Team has had regarding this student. This is intended to be a summary of routine reports you submit on this case and not an exact accounting. PLEASE FILL IN THE NUMBER OF CONTACTS UNDER EACH CATEGORY:

How many?

13. Contacts with Student
Direct one-to-one ____ (59)
Direct contact in a group ____ (60)

14. Contacts with Family
At school ____ (61)
At home ____ (62)
By phone ____ (63)

15. Community contacts
Health agency or clinic ____ (64)
Social services ____ (65)
Employment ____ (66)
Other (specify: ________ ________________________) ____ (67)

How many?

16. School Personnel
Principal ____ (68)
Assistant Principal ____ (69)
Teacher (classroom and/or homeroom) ____ (70)
Teacher, other ____ (71)
School Nurse ____ (72)
Counselor ____ (73)
Title I Staff ____ (74)
Other school personnel (specify: ____________ ____________) ____ (75)

-- --

INSTRUCTIONS: Consider each problem area below as it affects this student's educational development, even if this area has not been reported for this student. (1) Indicate the Severity by circling the appropriate code number. (2) Indicate your Evaluation by circling the appropriate code number as to whether you think there has been evidence of change during the school year. (3) If you are unable to evaluate either Severity or Change, check the Unknown column, indicating that you have been unable to obtain reliable information on that problem.

	PROBLEM DESCRIPTION	SEVERITY	EVALUATION	UNKNOWN
17.	Below grade level in reading	0 1 2 (41)	+ 0 - (42)	____ (43)
18.	Below grade level in mathematics	0 1 2 (44)	+ 0 - (45)	____ (4
19.	Severe economic need	0 1 2 (47)	+ 0 - (48)	____ (4
20.	Family situation	0 1 2 (50)	+ 0 - (51)	____ (52)
21.	Absenteeism	0 1 2 (53)	+ 0 - (54)	____ (55
22.	Behavioral problems	0 1 2 (56)	+ 0 - (57)	____ (58)
23.	Physical/health problems--hearing	0 1 2 (59)	+ 0 - (60)	____ (61)
24.	" " --sight	0 1 2 (62)	+ 0 - (63)	____ (64)
25.	" " --speech	0 1 2 (65)	+ 0 - (66)	____ (67)
26.	" " --dental	0 1 2 (68)	+ 0 - (69)	____ (70)
27.	" " --nutrition	0 1 2 (71)	+ 0 - (72)	____ (73)
28.	" " --other (specify: ________________________)	0 1 2 (74)	+ 0 - (75)	____ (76)
29.	Other educational problem (specify: ________________________)	0 1 2 (77)	+ 0 - (78)	____ (7

CODES. SEVERITY 0 = not a problem
1 = moderate
2 = severe

EVALUATION: + = better than at first of yea
0 = same; no change
- = worse; regressed

-- --

REMARKS: (Include items of special importance concerning the educational problems of this student which you believe require special attention and which are not adequately covered elsewhere in this questionnaire.)

....

....

....

....

George Washington University
Education Division, SRG
April 1972

INSTRUCTIONAL COORDINATOR QUESTIONNAIRE
Title I Evaluation

School________________________________ Date______________________

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IT TO THE MALCOLM SCATES BUILDING IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

1. Please outline briefly your area of responsibility.

2. What have your primary activities been thus far?

3. What problems have you encountered this year?

4. What changes would you recommend to improve the effectiveness of this program?
    a) Staff Development:
    b) Communication:
    c) Organization and Administration:
    d) Other:

5. Comments.

IF YOU NEED MORE SPACE FOR ANY QUESTIONS, PLEASE USE BACK OF PAPER.

George Washington University
Education Division, SRG
April 1972

Date________________________

READING AND MATHEMATICS TEACHER QUESTIONNAIRE
Title I Evaluation

Name____ ______ Reading teacher

______ Math teacher

School______________________________________

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IT TO YOUR SCHOOL OFFICE IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

1. How many years of teaching experience have you had?

______ None
______ 1-5 years
______ 6-10 years
______ 11-15 years
______ 16-20 years
______ Over 20 years
______ Substitute teacher

2. If a substitute teacher, how many years have you been a substitute teacher?

______ years

3. What type of in-service training have you had? Please indicate the number of hours.

______ Course work	______ hours
______ Workshops	______ hours
______ Staff development	______ hours
______ Other	______ hours

(specify:)

4. Please explain why the workshops were or were not useful to you.

IF YOU NEED MORE SPACE FOR ANY ANSWERS, PLEASE USE THE BACK OF THE PAPER.

5. Please outline briefly the manner in which you have organized the reading or math program in your school. (Include the number of students with whom you work, and whether or not you work with the students individually or in groups, in the classroom or in a separate area, etc.)

6. What aspect do you consider to be the most positive feature of the program?

7. Which, if any, of the following problems did you encounter in securing materials? (Check as many as apply.)

_____ Material not in stock
_____ Delayed arrival of materials
_____ Administrative complications
_____ Other (specify:)

8. What "teacher-made" materials have you constructed and used?

9. How responsive have the students been to these teacher-made materials?

______ Very responsive
______ Moderately responsive
______ Not responsive at all
______ Don't know
______ Didn't use any

10. How effective were the teacher-made materials as compared to commercial materials?

______ More effective
______ No difference
______ Less effective
______ Don't know
______ Didn't use any

11. Overall problems. (Mark as many as apply.)

______ Lack of time to develop program adequately
______ Communication problems with teachers
______ Communication problems with other staff members
______ Overlapping or lack of definition of authority between Title I and non-Title I segments in the school
______ Other (specify:)

12. What are your suggestions for improving the program?

13. What has been the nature of your contact with the following?

Principal

Classroom teachers

Instructional Coordinator

Reading Specialist

Mathematics Specialist

Teacher aides

Pupil Personnel Team

Librarian

Parents

Title I administrative staff

Other (specify:)

14. Comments.

George Washington University
Education Division, SRC
April 1972

CLASSROOM TEACHER QUESTIONNAIRE
Title I Evaluation

School____________________________________ Grade__________

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IT TO YOUR SCHOOL OFFICE IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

1. What is your class enrollment:

Boys _______
Girls _______
Total _______

2. How many students in your class have been identified to receive special Title I services?

Boys _______
Girls _______
Total _______

3. How did you organize your classroom procedure to meet both the general needs of the class and the specific needs of the identified students?

4. In which of the following ways did the reading teacher assist you? (Mark as many as apply.)

_____ Individual diagnosis of identified student reading skill deficiencies
_____ Provided prescriptive strategies to correct deficiencies
_____ Provided individual consultation
_____ Provided group teacher consultations
_____ Worked directly with the students
_____ Provided special reading materials
_____ Other (specify:)

IF YOU NEED MORE SPACE FOR ANY ANSWERS, USE THE BACK OF THE PAPER.

George Washington University
Education Division, SRG
April 1972

CLASSROOM TEACHER QUESTIONNAIRE
Title I Evaluation

School______________________________ Grade__________

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IT TO YOUR SCHOOL OFFICE IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

1. What is your class enrollment:

Boys ________
Girls ________
Total ________

2. How many students in your class have been identified to receive special Title I services?

Boys ________
Girls ________
Total ________

3. How did you organize your classroom procedure to meet both the general needs of the class and the specific needs of the identified students?

4. In which of the following ways did the reading teacher assist you? (Mark as many as apply.)

______ Individual diagnosis of identified student reading skill deficiencies
______ Provided prescriptive strategies to correct deficiencies
______ Provided individual consultation
______ Provided group teacher consultations
______ Worked directly with the students
______ Provided special reading materials
______ Other (specify:)

IF YOU NEED MORE SPACE FOR ANY ANSWERS, USE THE BACK OF THE PAPER.

5. In which of the following ways did the mathematics teacher assist you? (Mark as many as apply.)

______ Individual diagnosis of identified student math skill deficiencies
______ Provided prescriptive strategies to correct deficiencies
______ Provided individual consultation
______ Provided group teacher consultations
______ Worked directly with the students
______ Provided special math materials
______ Other (specify:)

6. Do you have a teacher aide?

______ Yes, full time
______ Yes, part time
______ No

7. Which of the following duties were performed by your teacher aide? (Mark as many as apply.)

______ Clerical and non-instructional duties
______ Housekeeping tasks
______ Working with individual students
______ Working with small groups of students
______ Assisting the classroom teacher with the whole group in class recitation
______ Other (specify:)

8. Which of the following problems did you encounter? (Mark all that apply.)

______ Meeting the specific needs of the identified students
______ Obtaining appropriate materials
______ Receiving adequate guidance from resource staff
______ Other (specify:)

9. Are the in-service workshops helping you to meet your Title I objectives? Please also state the number of workshops you have attended thus far.

10. Are you enrolled in the D.C. Teachers' College Differentiated Instruction course?

______ Yes
______ No

11. Please indicate how useful the following Title I personnel have been in helping you meet your objectives. (Draw a circle around the "+" for very useful, around the "0" for moderately useful, or around the "-" for not useful. If you have not come into contact with any of these persons, circle the "NA" for not applicable.)

+ 0 - NA Instructional coordinator
+ 0 - NA Reading teacher
+ 0 - NA Mathematics teacher
+ 0 - NA Pupil Personnel worker/aide
+ 0 - NA Teacher aide
+ 0 - NA Title I staff
+ 0 - NA Speech therapist
+ 0 - NA Health aide
+ 0 - NA Other (specify:)

12. What aspect do you consider to be the most positive feature of the Title I program this year?

13. Did your class participate in any Title I Cultural Enrichment activities outside your school this year?

______ Yes
______ No

14. Did your class participate in any Title I Cultural Enrichment activities inside your school this year?

______ Yes
______ No

15. What Cultural Enrichment activities did you find to be of most value for your students? Please indicate whether these were inside or outside your school.

16. What changes would you recommend for improvement of the Title I program?

17. Comments.

George Washington University
Education Division, SRG
April 1972

TEACHER AIDE QUESTIONNAIRE
Title I Evaluation

School______________________________ Date________________

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IT TO YOUR SCHOOL OFFICE IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

1. With how many teachers do you work? __________ teacher(s)

2. If you work with more than one teacher, how is your time divided betweem them?

   _____ One half-day with each teacher
   _____ Every other day with a teacher
   _____ Other (please explain:)

3. Have you worked as a teacher aide before this year?

   _____ Yes
   _____ No

4. If "Yes", in what ways has your work this year been different from previous years?

5. Listed below are five duties which aides generally perform. Please rank these from "1" to "5" according to the amount of time you spend on them (write a "1" in front of the one on which you spend most of your time, a "2" in front of the one on which you spend the next greatest amount of time, continuing to a "5" in front of the one on which you spend the least amount of time).

   _____ Performing clerical and non-instructional duties
   _____ Performing housekeeping duties
   _____ Working with individual students on a one-to-one basis
   _____ Working with small groups of students
   _____ Assisting classroom teachers with entire class in recitation

IF YOU NEED MORE SPACE FOR ANY ANSWERS, PLEASE USE BACK OF PAPER.

6. Have you attended any workshops this year?

_____ Yes
_____ No

7. Do you feel that any additional workshops this year would be helpful to you? If so, what would you like for a workshop to cover?

_____ Yes (please specify:

)

_____ No

8. Do you feel that your skills are being utilized as effectively as possible?

_____ Yes
_____ No

9. How would you change this program to make it more effective?

10. Comments.

George Washington University
Education Division, SRG
April 1972

QUESTIONNAIRE FOR AIDES (OTHER THAN TEACHER AIDES)
Title I Evaluation

School______________________________ Date______________

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IT TO YOUR SCHOOL OFFICE IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

_____ Parent Aide
_____ Health Aide
_____ Other (specify:)

1. Please give a brief description of your duties (including in what way you have contact with the children).

2. Please evaluate the impact your services have had on the effectiveness of the Title I program:

3. What problems, if any, have you encountered in your job this year?

IF YOU NEED MORE SPACE FOR ANY ANSWERS, PLEASE USE THE BACK OF THE PAGE.

George Washington University
Education Division, SRG
April 1972

Date____________________

PUPIL PERSONNEL QUESTIONNAIRE
Title I Evaluation

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN IT TO YOUR SCHOOL OFFICE IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

School____ ______ Worker
______ Aide

1. How many months have you been working in this school?

__________ months

2. Please outline briefly your activities this year in the Title I program:

3. Please indicate what you consider to be the greatest problem among the identified students in your school:

4. Approximately how many parents of Title I students have you contacted this year?

______________ parents

5. For what reasons was it necessary to contact these parents?

IF YOU NEED MORE SPACE FOR ANY ANSWERS, PLEASE USE THE BACK OF THE PAPER.

GWu-C27-15-42

6. What difficulties, if any, have you encountered in your job this year (such as space, communications, etc.)?

7. Please describe briefly what you consider to be a typical day's activities:

8. Comments.

George Washington University
Education Division, SRG
April 1972

SPEECH CORRECTIONIST QUESTIONNAIRE
Title I Evaluation

School______________________________ Date____________________

PLEASE COMPLETE THE FOLLOWING QUESTIONNAIRE AND RETURN TO YOUR SCHOOL OFFICE IN THE ENCLOSED ENVELOPE BEFORE 26 MAY.

1. Which schools have been assigned to you, and how many students do you work with in each?

2. What are the speech defects found most frequently among the students with whom you work?

3. On a five-point scale, how would you rate your effectiveness in helping these students?

_____ 5. Very effective
_____ 4.
_____ 3.
_____ 2.
_____ 1. Not effective at all

4. How could the speech correction services offered be more effective?

5. What difficulties have you encountered in your job this year?

IF MORE SPACE IS NEEDED FOR ANY QUESTIONS, PLEASE USE THE BACK OF THE PAPER.

STUDENT NAME ______________________ GRADE ______ DATE ____________

CULTURAL ENRICHMENT--STUDENT QUESTIONNAIRE

1. Have you ever seen a play?

____ no
____ yes, through school
____ yes, with friends or family

2. Have you ever listened to a concert?

____ no
____ yes, through school
____ yes, with friends or family

3. Have you ever seen a dance program?

____ no
____ yes, through school
____ yes, with friends or family

4. Have you ever been to the zoo?

____ no
____ yes, through school
____ yes, with friends or family

5. Have you ever been to the circus?

____ no
____ yes, through school
____ yes, with friends or family

6. Have you ever been to a museum?

____ no
____ yes, through school
____ yes, with friends or family

7. I think that plays are:

____ fun
____ okay
____ not much fun

8. I think that concerts are:

____ fun
____ okay
____ not much fun

9. I think that dance programs are:

____ fun
____ okay
____ not much fun

10. I think that zoos are:

____ fun
____ okay
____ not much fun

11. I think that circuses are:

____ fun
____ okay
____ not much fun

12. I think that museums are:

____ fun
____ okay
____ not much fun

---

13. Music, dance, plays, poetry, and art can help me to learn more about:

____ reading
____ history
____ science
____ mathematics
____ spelling
____ social studies

14. If you could only do one special activity this year, which would you choose?

____ see a play
____ listen to a concert
____ visit an interesting place in Washington, D.C.
____ see a ballet
____ none of these

15. Listening to poetry is:

____ fun
____ boring
____ interesting

16. I would like to take lessons in:

____ Dance What kind of dance?
____ ballet ____ modern ____ tap

____ Music What kind of music?
____ vocal ____ instrumental

____ Art What kind of art?
____ painting ____ sculpture

____ Play Acting

George Washington University
Education Division, SRG
April 1972

COMMUNITY SCHOOL QUESTIONNAIRE
For Program Directors

Name______________________________ Date________________

Location__________________________

1. What are the overall objectives for the Community School?

2. Please list the specific programs or activities being offered, with a brief statement of objectives for each one.

3. What is the budget for this program? (Please specify as to the sources of appropriations, including the percentage of Title I funding.)

4. How many participants?

	Grade Level	Male	Female	Total
Students				
Adults				

IF MORE SPACE IS NEEDED, PLEASE USE THE BACK OF THE PAPER.

5. Number of staff personnel (please indicate which receive Title I salaries):

6. Please explain how the efforts of the Community School are coordinated with those of other organizations within the community.

7. Comments:

George Washington University
Education Division, SRG
April 1972

COMMUNITY SCHOOL QUESTIONNAIRE
For Teachers/Teacher Aides

Name________________________________ Date______________

______ Teacher
______ Teacher Aide

Location
of School________________________________

1. What were your overall impressions of the success of this Community School in meeting its objectives?

2. Please give a very brief description of your group (students, parents, etc.) and the nature of their Community School activities.

3. What would you like to do to better meet the needs of this particular group?

4. What types of activities would you like to see operating in this Community School to better meet the needs of the members of this community?

5. Comments:

IF YOU NEED MORE SPACE FOR ANY OF THE QUESTIONS, PLEASE USE BACK OF PAPER.

George Washington University
Education Division, SRG
April 1972

COMMUNITY SCHOOL QUESTIONNAIRE
For Students

Name______________________________ Date______________

Location______________________________

FOR EACH QUESTION, PLEASE CHECK ALL THE ANSWERS WHICH APPLY FOR YOU.

1. What activities did you participate in this year at the Community School?

______ Homework and study group
______ Arts and crafts (including shop)
______ Home economics
______ Typing
______ Foreign language
______ Tutoring
______ Recreation
______ Sports
______ Other (please fill in:______________________)

2. I come to the Community School program to:

______ improve my classwork.
______ eat dinner.
______ be with my friends.
______ learn to do new things.
______ have fun.
______ other (please fill in:______________________)

3. I am usually here:

______ every day.
______ several days a week.
______ twice a week.
______ once a week.
______ hardly at all.

4. I think this Community School:

______ is terrific.
______ needs more people coming to it.
______ is better than the day school.
______ has excellent teachers.
______ isn't worth coming to it.

TURN TO THE BACK OF THE PAGE.

5. Since I've been coming here:

______ I do better work in school.
______ I am happier with myself.
______ I feel I am wasting my time.
______ I like day school better.
______ I like day school less.

6. My family:

______ doesn't know about the program.
______ is very happy about the program.
______ is disappointed with the program.
______ none of the above.

7. I feel that:

______ I could not spend my time any better.
______ I could spend my time better doing something else.
______ I should participate more.
______ I should not participate.
______ None of the above.

8. Comments about the Community School program:

George Washington University
Education Division, SRG
April 1972

COMMUNITY SCHOOL QUESTIONNAIRE
For Parents and Other Adults

Name____ Date________________

Location____________________________________

PLEASE MARK ALL ANSWERS WHICH APPLY.

1. What activities did you participate in this year at the Community School?

2. I learned about the Community School through:
    - ______ the principal or assistant principal
    - ______ the P.T.A.
    - ______ my child/children
    - ______ a member of the community
    - ______ my child's teacher
    - ______ other (please specify:__________________________)

3. I come to this Community School because:
    - ______ it makes me feel closer to the school.
    - ______ it helps me to help my child.
    - ______ I can learn new things.
    - ______ my child/children want me to come.
    - ______ it gives me something to do.
    - ______ other (please specify:__________________________)

4. I think that other parents and members of this community:
    - ______ are pleased with this program.
    - ______ are not pleased with this program.
    - ______ participate in this program more than I do.
    - ______ participate in this program less than I do.
    - ______ do not really know about this program.

5. I think that:

______ this program is valuable to this community.
______ this program is not reaching enough people.
______ not enough people support this Community School.
______ this program is most helpful to the children.
______ this program is most helpful to the adults.
______ this program is not worthwhile.

6. I believe that other schools:

______ should be open to the community.
______ have better programs than this one.
______ have more parent involvement activities.
______ have fewer parent involvement activities
______ need the support of outside groups.

7. If I were to change one thing about this program, I would:

______ change the hours.
______ involve other/more schools.
______ hire new personnel.
______ give it more publicity.
______ involve more working mothers.
______ other (please specify:______________________________)

8. What types of activities would you like to see operating in this Community School to better meet the needs of all of the members of the community?

9. Comments:

The George Washington University
Education Division, Social Research Group
May 1972

TITLE I QUESTIONNAIRE FOR PRINCIPALS

SCHOOL ______________________ TODAY'S DATE ____________________

We realize that Title I programs have been in effect for only a limited period of time, but we believe your perceptions of the programs thus far would be a valuable asset to evaluation and future planning.

Please give your frank appraisal of the effectivenss of the services of each of the following Title I staff members and aspects of the program in meeting the needs of the students in your school, using the following scale:

2 = very effective
1 = moderately effective
0 not effective
N non-applicable

Components	Rating	Reasons or explanations for the rating:
INSTRUCTIONAL COORDINATOR	____	
STAFF ASSISTANT	____	

Rating scale: 2 = very effective
1 = moderately effective
0 = not effective
N = non-applicable

Component	Rating	Reasons or explanations for this rating:
READING TEACHER	____	______
MATHEMATICS TEACHER	____	______
EDUCATIONAL AIDES	____	______
WORKSHOPS	____	______

Rating scale:
2 = very effective
1 = moderately effective
0 = not effective
N = non-applicable

Component	Rating	Reasons or explanations for this rating:
SPEECH CORRECTIONISTS		
PUPIL PERSONNEL SERVICES		
OTHER (such as Community Aides, Library Aides, Health Aides, etc.)		
OTHER		

2. What aspect do you consider to be the most positive feature of the Title I program this year?

3. What types of services, other than the existing ones, would you suggest for best meeting the needs of the "identified" students in your school?

Signature

George Washington University
Education Division, SRG
May 1972

QUESTIONNAIRE FOR CLASSROOM TEACHERS USING THE SULLIVAN McGRAW-HILL PROGRAMMED READING MATERIALS
Title I Evaluation

We realize you have used the Sullivan McGraw-Hill Programmed Reading materials for only a limited period of time, but we believe that your perceptions of the program thus far will provide a valuable preliminary overview of the program.

School_______________________________________ Grade taught__________

Approximate date you started using the McGraw-Hill program__________________

Do you have an Educational Aide? ____Yes ____No

If "Yes": ____Full time ____Part time

1. Please evaluate the Programmed Reading workshops you attended. Did the workshops adequately prepare you to use the materials in your classroom?

2. Are you using this program exclusively? If not, what other reading materials are you using?

3. Have you received all the materials you need? ____Yes ____No
   If not, what materials do you need?

IF YOU NEED MORE SPACE FOR ANY ANSWERS, PLEASE USE THE BACK OF THE PAGE.

4. How valid was the placement test in grouping your students? Please explain.

5. Would you like to use this program as your major reading program next year? Please point out the specific advantages or disadvantages. Are there any special requirements for the effective operation of this program in your classroom?

6. With which group of your students was this program most effective?

_____slow _____average _____advanced

7. What recommendations would you make for the effective use of this program in the 1972-73 school year?

George Washington University
Education Division, SRG
May 1972

QUESTIONNAIRE FOR CLASSROOM TEACHERS USING THE CATEGORICAL SOUNDS READING MATERIALS
Title I Evaluation

We realize you have used the Categorical Sounds reading materials for only a limited period of time, but we believe that your perceptions of the program thus far will provide a valuable preliminary overview of the program.

School________________________________ Grade taught________

Approximate date you started using the Categorical Sounds program__________

Do you have an Educational Aide? _____Yes _____No

If "Yes": _____Full time _____Part time

1. Please evaluate the Categorical Sounds reading workshops you attended. Did the workshops adequately prepare you to use the materials in your classroom?

2. Are you using this program exclusively? If not, what other reading materials are you using?

3. Have you received all the materials you need? _____Yes _____No
   If not, what materials do you need?

IF YOU NEED MORE SPACE FOR ANY ANSWERS, PLEASE USE THE BACK OF THE PAGE.

4. How valid was the placement test in grouping your students? Please explain.

5. Would you like to use this program as your major reading program next year? Please point out the specific advantages or disadvantages. Are there any special requirements for the effective operation of this program in your classroom?

6. With which group of your students was this program most effective?

_____slow _____average _____advanced

7. What recommendations would you make for the effective use of this program in the 1972-73 school year?

The George Washington University
Education Division, SRG
March 1972

SURVEY OF TITLE I ELEMENTARY SCHOOLS
for Program Evaluation

Name ______________________________ School ____________________
Principal
Date ____________________

TO THE PRINCIPAL:

The purpose of this questionnaire is to ascertain information concerning Title I operations in the Title I elementary schools. As a result of this information it will be possible to provide evaluative feedback for more effective operation of the Title I program and to better coordinate the evaluation of the program in all Title I elementary schools.

Please complete the questionnaire and return it by ____________________. A stamped addressed envelope has been attached for this purpose. If you have any questions concerning this form or the evaluation in general, please call ______________________________ at 333-1720.

****

1. Who has been appointed to serve as Title I Staff Assistant in your school?

______________________________ ____________________
Name Office Phone No.

2. What kinds of changes do you anticipate in your students as a result of the Title I program?

____
____
____
____

3. How many students, by grade and sex, have been designated to receive Title I services (identified students) in your school?

	Boys	Girls	Total
Kindergarten			
Grade 1			
Grade 2			
Grade 3			

4. How many classes, by grade level, are using a specific reading instructional program, and which program is being used (e.g., McGraw-Hill, Categorical Sounds, others)?

5. To what extent are parents to be involved in your program? Please specify.

6. Please fill in information regarding all personnel concerned with Title I activities in your school, as indicated below:

Title	Name	What date in 71-72 school yr. was this person deployed to your school for this Title I position?	Was this person operating in your school prior to this date? If so, for how long?
Instructional Coordinator			____Yes ____No
Staff Assistant			____Yes ____No
Reading Teacher			____Yes ____No
Mathematics Teacher			____Yes ____No
Educational Aide			____Yes ____No
"			____Yes ____No

6. (Continued)

Title	Name	What date in 71-72 school yr. was this person deployed to your school for this Title I position?	Was this person operating in your school prior to this date? If so, for how long?
Educational Aide	________ ________	________	____Yes ____No ________
"	________ ________	________	____Yes ____No ________
"	________ ________	________	____Yes ____No ________
Pupil Personnel Worker	________ ________	________	____Yes ____No ________
Pupil Personnel Aide	________ ________	________	____Yes ____No ________
Other	________ ________	________	____Yes ____No ________
	________ ________	________	____Yes ____No ________
	________ ________	________	____Yes ____No ________
	________ ________	________	____Yes ____No ________
	________ ________	________	____Yes ____No ________
	________ ________	________	____Yes ____No ________

7. What type of evaluative feedback would be most helpful to you?

8. Comments or remarks:

George Washington University
Education Division, SRG
February 1972

SURVEY OF TITLE I SECONDARY SCHOOLS
for Program Evaluation

Name ______________________ School ______________________

Position ______________________ Date ______________________

TO THE PRINCIPAL:

The purpose of this questionnaire is to ascertain from the principals or designated project coordinators information concerning Title I operations in the eleven Title I secondary schools.

As a result of this information it will be possible to provide evaluative feedback for more effective operation of the Title I program and to better coordinate the evaluation of all Title I secondary schools.

Please complete the questionnaire and return it by ______________________. A stamped addressed envelope has been attached for this purpose.

****

1. Who has been appointed to serve as the project coordinator or who is the person presently responsible for Title I activities in your school?

   Name ______________________

   Position ______________________ Office Phone No. ____________

2. What are the specific objectives for the Title I program in your school?

   ____

   ____

   ____

   ____

   ____

3. What kinds of changes do you anticipate in your students as a result of the Title I program?

   ____

   ____

   ____

   ____

4a. By what means were students identified to receive Title I services? (If criteria for eighth- and ninth-grade students differ from those for seventh-grade students, please specify.)

4b. Please indicate by grade and sex the number of students designated to receive these services:

Grade	Boys	Girls	Total
7			
8			
9			

5. To what extent are parents involved in your program? Please specify.

6. Please list, giving a brief description of duties, all Title I personnel in your school. Indicate the number employed in each category.

Title	Number	Duties

6. (Continued)

Title I	Number	Duties

7. What do you consider to be the most important supplementary service provided by Title I?

8. What type of evaluative feedback would be most helpful to you?

9. Do you have any suggestions or comments about the kind of evaluation that would be most beneficial to your particular school?

10. Comments or remarks:

George Washington University
Education Division, SRG
March 1972

SURVEY OF TITLE I NON-PUBLIC SCHOOLS
for Program Evaluation

Name ______________________________ School ______________________

Position ____________________________ Date ______________________

TO THE PRINCIPAL:

The purpose of this questionnaire is to ascertain from the principals or designated project coordinators information concerning operations in all non-public Title I schools.

As a result of this information it will be possible to provide evaluative feedback for more effective operation of the Title I program and to better coordinate the evaluation of all Title I schools.

Please complete the questionnaire and return it by ____________________. A stamped addressed envelope has been attached for this purpose. If you have any questions concerning this form or the evaluation, please call ____________ ____________________ at 333-1720.

****

1. Who is the staff person presently responsible for Title I activities in your school?

   Name ____________________________________ Office

   Position __________________________________ Phone No. ___________

2. What are the specific objectives for the Title I program in your school?

   ____

   ____

   ____

   ____

   ____

3. What kinds of changes to you anticipate in your students as a result of the Title I program?

   ____

   ____

   ____

   ____

4a. By what means were students identified to receive Title I services? (If criteria for eighth-grade students differ from those for seventh-grade students, please specify.)

____
____
____
____
____

4b. Please indicate by grade and sex the number of students designated to receive these services:

Grade	Boys	Girls	Total
K-3	___	___	___
7-8	___	___	___

5. To what extent are parents involved in your program? Please specify.

____
____
____
____

6. Please list, giving a brief description of duties, all Title I personnel in your school. Indicate the number employed in each category.

Title	Number	Duties
__________	___	_______________ _______________ _______________ _______________
__________	___	_______________ _______________ _______________ _______________
__________	___	_______________ _______________ _______________ _______________

6. (Continued)

Title I	Number	Duties

7. What type of evaluative feedback would be most helpful to you?

____

____

____

____

____

8. Comments or remarks:

The George Washington University
Education Division, SRG
20 April 1972

Title I School Council Members:

We would like to know what the members of the local Title I School Council feel about the Title I program in your school. Please help by answering the questions on this form. Your signature is not necessary. Please return this form along with the others from your School Council in the addressed envelope provided.

SCHOOL________________________________ ______ COUNCIL MEMBER
______ DELEGATE/ALTERNATE

1. Are the parents and other members of your community aware of the Title I services in your school?
   ______ Most of them
   ______ Some of them
   ______ Very few of them

2. What do you recommend for getting more parent participation in your school?

3. How do you think Title I will help the students in your school this year?

USE THE BACK OF THIS FORM IF YOU NEED MORE SPACE TO ANSWER THE QUESTIONS.

The George Washington Universit
Education Division, SR
20 April 197

Title I School Council Members:

We would like to know what the members of the local Title I School Council feel about the Title I program in your school. Please help by answering the questions on this form. Your signature is not necessary. Please return this form along with the others from your School Council in the addressed envelope provided.

SCHOOL________________________________ ______ COUNCIL MEMBER
______ DELEGATE/ALTERNATE

1. Are the parents and other members of your community aware of the Title I services in your school?
   ______ Most of them
   ______ Some of them
   ______ Very few of them

2. What do you recommend for getting more parent participation in your school?

3. How do you think Title I will help the students in your school this year?

USE THE BACK OF THIS FORM IF YOU NEED MORE SPACE TO ANSWER THE QUESTIONS.

ATTACHMENTS

Special Report: "Survey of Title I Elementary Schools" - Summary of Responses - 1 May 1972

Special Report: "Survey of Title I Secondary Schools" - Summary of Responses - 15 May 1972

Special Report: "Analysis of Title I School Council Member Form" - 25 May 1972

Abstract of Final Report: "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1971" - December 1971

Summary of Final Report: "Evaluation of ESEA Title I Programs for the District of Columbia, 1970-71" - December 1971

Abstract: "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1970" - December 1970

Summary of Final Report: "Evaluation of ESEA Title I Programs for the District of Columbia, 1969-70" - November 1970

Summary of Final Report: "Evaluation of ESEA Title I Programs for the District of Columbia, 1968-69" - December 1969

Abstract: "Evaluation of ESEA Title I Programs for the District of Columbia, 1967-68" - May 1969

Abstract: "Evaluation of ESEA Title I Programs for the District of Columbia - Summer 1967" - March 1968

Summary Report: "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967" - December 1967

The George Washington University
Education Division, SRG
1 May 1972

"SURVEY OF TITLE I ELEMENTARY SCHOOLS"
Summary of Responses

The "Survey of Title I Elementary Schools" form was distributed by the members of the George Washington University Evaluation Field Staff during their visits to all Title I elementary school principals in the latter part of March and the first part of April. More than half of these forms have now been returned, and because of the need for timely dissemination of information contained in these forms, this summary is presented.

This summary will deal only with the non-statistical content of the questionnaire, and will summarize the responses to the following questions:

- What kinds of changes do you anticipate in your students as a result of this Title I program?
- How many classes by grade level are using a specific instructional program, and which program is being used (e.g., McGraw-Hill, Categorical Sounds)?
- To what extent are parents to be involved in your program?
- What type of evaluative feedback would be most helpful to you?

A review of the forms revealed that the great majority of responding principals have expectations of some student growth in the areas of reading and mathematics. In addition to anticipating improvement in reading and math skills, at least one-third of the respondents expect some of the students' non-educational impediments to learning to be alleviated as a result of Title I services. Other possible student changes cited included improved attendance, improved self-image, increased motivation for learning, greater appreciation for the cultural arts, and decreased behavioral problems. Noteworthy is the fact that a few responses explicitly pointed out that these changes would be minimal due to the very late implementation of the program.

Concerning the specific instructional reading programs presently being utilized, the principals generally indicated one of the following:

- Classroom teachers expressed an interest to use the McGraw-Hill or Categorical Sounds in the full of 1972.
- Classroom teachers expressed a desire to use the McGraw-Hill or Categorical Sounds for the remainder of the school year but they were awaiting the arrival of the materials.

- Classroom teachers were using other reading programs and did not wish to change this late in the school year.

- Classroom teachers were using a reading program which had been designated for the whole building.

For the most part, the tendency in reporting parent involvement was to cite the Local Title I Councils, and the parent delegates to the Citywide Council. In some instances, principals stated that parents were: employed as aides, volunteering their services in the building, operating parent study groups in reading and mathematics, and accompanying classes on cultural enrichment field trips. There were several indications that there will be greater parental involvement as the program progresses.

There was no general consensus among the principals as to the type of evaluative feedback which would be most helpful to them. A few principals questioned whether the program could be evaluated effectively, inasmuch as the Title I programs were only recently implemented this year. (Our response to this concern is that evaluation is possible, in light of the fact that the six-week summer programs, although concentrated in attack and limited by smaller numbers of student participants, was successfully evaluated. However, whether or not there is any actual change in the participating students as a result of Title I efforts may be difficult to measure, but the evaluation can surely point up very useful and important aspects of the educational problems of these Title I identified students and lead to more objective and meaningful treatment of their problems in the next summer and regular school year programs. In the analysis of the data, the fact that certain aspects of the program have had only a short time span in which to bring about changes will be considered in comparing gains with norms or expectancies.)

A few principals requested that our office provide diagnostic prescriptive information to the schools. (Unfortunately, we cannot provide this service since it does not fall within our area of responsibility.)

A few principals requested that a control group be used in the evaluation of Title I programs. (While a control group would be desirable, it is not practical for us at this time. Also, it should be mentioned that evaluation, unlike research, does not require the use of control groups since it is possible to measure by other means whether program objectives are met.)

Other requests for evaluative feedback included:

- monthly progress reports
- essay summaries
- ongoing evaluation
- listing of program strengths and weaknesses

One principal suggested that a study be conducted of the effectiveness of the Title I special reading instructional program between the date of its implementation and the closing of the program. (Such a study is being considered by our staff.)

The comments of the principals reflected some problems and some positive aspects of the program's operation thus far:

> "Reading and math teachers are adjusting and performing their duties in a very affective and effective manner as of this date."
>
> "Teachers are enthusiastic about a reading program - Categorical Sounds. They attended the workshop. Then they are told materials can't be issued until the first week in May. It so happened that my teacher got her materials even though she wasn't supposed to. But when I called to get a manual for her, they said she wasn't supposed to get materials until May and the office refused to release a manual. Bureaucratic red tape can't be justified when children are involved."
>
> "This program is most confusing. I do not feel that the principal should be the one to coordinate the program....I feel that in September we will get off to a better start."
>
> "I feel a need for more efficient communication."
>
> "Title I schools should have a librarian assigned at least three days per week for reading improvement and study skills development."
>
> "A full-time counselor is needed at Title I schools where there is no assistant principal."
>
> "A Health Aide is urgently needed at Cleveland Elementary. This school should receive priority in assignment in a Health Aide inasmuch as pilot programs in Health began here (1967 to present)...."

We would like to thank each of the principals for their cooperation in completing the forms, and hope that this summary will be informative and useful.

We would also like to express our thanks to the teachers for their cooperation in filling out the Student Information Forms. An analysis of the information from this form will be contained in the final report on the evaluation of the Title I program for the 1971-72 school year.

The George Washington University
Education Division, SRG
15 May 1972

"SURVEY OF TITLE I SECONDARY SCHOOLS"
Summary of Responses

As a preliminary step in conducting a feasible and effective evaluation of the Title I program at the junior high school level, each junior high Title I principal was asked to complete a survey questionnaire, designed to ascertain information concerning Title I operations within individual schools. In those instances where a specific staff member had been designated by the principal to coordinate the Title I program, the form was completed by that person in lieu of the principal. It is hoped that the collected responses which are reported herein will provide each of the junior high schools with a general view of the scope of Title I operations throughout the secondary schools.

This summary will deal only with the non-statistical content of the survey questionnaire, and will report a summary of the responses to the following questions:

- What are the specific objectives for the Title I program in your school?
- What kinds of changes do you anticipate in your students as a result of the Title I program?
- To what extent are parents involved in your program?
- What do you consider to be the most important supplementary service provided by Title I?
- What type of evaluative feedback would be most helpful to you? Do you have any suggestions or comment about the kind of evaluation that would be most beneficial to your school?

In each of the replying junior high schools, major emphasis was being placed on academic improvement for Title I students in the areas of reading and mathematics. Also included as specific objectives in a majority of the responses were: individualizing instruction, improving school and class attendance, improving students' self-image, improving students' attitudes toward learning, and removing non-academic impediments to learning.

Although there were some principals who expressed concern about student changes being only minimal since the Title I program was implemented so late in the year, the majority of respondents indicated that they anticipated some student improvement in the areas cited as specific objectives.

It was generally reported that parents served on the local councils and as representatives to the citywide committee. In addition to the local council, at one school a Mothers and Fathers Club had been formed, with dropout prevention as its major goal. It was mentioned by a few respondents that parents were being notified of the Title I services their students were receiving, and were being asked to participate in school activities. In some schools, parents have already volunteered their services. One response included a recommendation that parents of Title I students be employed as aides.

There was no general consensus as to what the respondents considered to be the most important supplementary service provided by Title I. One response stated that "all the supplementary services are very important and we welcome all of them." Services identified as being most important were:

- clothing
- library aide
- cultural enrichment
- Pupil Personnel Services
- "increased specialized personnel"
- funds for paperbacks and other vital materials

It was noted by several respondents that the Reading and Math Laboratories, where students received special assistance in areas of deficiency, had proved to be successful. The principals recommended concentrated time periods of instruction which would entail six weeks of daily instruction in the Reading Lab followed by six weeks of daily instruction in the Math Lab. Although this procedure would require a change in schedule, it was felt that the concentrated period of instruction was beneficial to students with learning difficulties.

Some of the responses in regard to the evaluation were quite lengthy. Individual requests were made for the following:

- written appraisals of the Title I program by school at least four times a year
- self-evaluation forms
- immediate feedback
- on-site one-day visits
- pre- and post-analysis of test scores
- criteria for evaluation

(This year's evaluation will include self-evaluation forms to be completed by Title I personnel. In addition, on-site visits are being made to each of the junior high schools. Last year the citywide testing was the basis for pre- and post-test analysis of Title I students' scores. Unless tests are administered at the end of this school year, no indication of changes in test scores will be available until citywide testing is again held, presumably in September 1972. Written appraisals of the 1972 Title I program will be found in the final evaluation report.)

Almost every respondent sought information concerning the scope and effectiveness of Title I operations at the local and national levels. According to these responses, a view of what is and is not effective in Title I programs would be beneficial to most of the junior high schools. Answers to such questions as "Do students benefit from increased teacher personnel and smaller classes?" might be obtained from the Research Information Center of the D.C. Schools Division of Planning, Research and Evaluation, through a search of the ERIC System. This office is also available to develop literature searches for information on such subject areas as dropouts, absenteeism, remedial education, etc.

We would like to thank each of the respondents who were so cooperative in completing the forms. We hope this summary will be of some assistance to you.

The George Washington University
Education Division, [illegible]
25 May 1972

ANALYSIS OF
TITLE I SCHOOL COUNCIL MEMBER FORM

The Title I School Council Member Questionnaire was distributed to school groups at the Citywide Title I Advisory Committee meeting in April 1972 with a request that each of the schools distribute the form to members of the local school councils and send them back to the George Washington University Title I evaluation staff by the first week of May.

From the 70 Title I schools, 114 forms were returned from 18 different schools. The respondents were distributed as follows:

	N	%
Delegates/Alternates	27	24
Council Members	64	56
Unknown	23	20
Total	114	100

Question 1 was designed to ascertain the degree of community awareness of the Title I services offered in the school. Responses were as follows:

	N	%
Most of them	47	42
Some of them	45	40
Very few of them	22	18
Total	114	100

Responses to question 2, concerning recommendations for getting more parent participation, are shown in order of frequency in the attached table. It will be seen that the most frequent suggestion was to "send newsletters or flyers to homes, churches, and other gathering places," followed by the suggestion to "have a Title I representative explain the program's operation to the parents."

The numerous suggestions made in response to question 2 should each be given consideration in planning for better parent and community participation in the schools.

Responses to question 3, concerning ways in which council members feel Title I services will help the students, are also shown in order of frequency in the attached table. The most frequent response was that the students would "improve in their basic mathematics and reading skills," followed by "the effects of Title I will be limited as a result of the brief period of time covered to date."

It should be noted that the overwhelming majority of the responses to question 3 were positive and that they expressed a great variety of ways in which Title I was effective. The negative aspects of the responses concerned primarily the short period of time the Title I program has been in operation in the schools this year.

RESPONSES TO
TITLE I SCHOOL COUNCIL MEMBER FORM

	Delegates/ Alternates	Council Members	Unknown	Total
Total number of responses	27	64	23	114
	%	%	%	%
Question 1. Are the parents and other members of your community aware of the Title I services in your school?				
Most of them	34	38	57	42
Some of them	41	48	13	40
Very few of them	22	14	30	18
Question 2. What do you recommend for getting more parent participation in your school?				
Responses:				
- Newsletters, flyers to homes, churches, other gathering places	41	16	13	20
- Have a Title I representative explain the program's operation to the parents	3	20	13	15
- Regular parent/faculty meetings--group outings	19	14	-	12
- Hire parents to assist staff as teacher aides	3	10	17	10
- Inaugurate "Parents Day" in the school for observation and information	3	10	17	10
- Engage the children in more programs, skits, talent shows	-	8	-	4
- Contact the parents by telephone	-	5	-	3
- Reorganize the PTA	3	3	-	3
- Request volunteer workers (parents) from the community	3	-	9	3

(Continued)

RESPONSES TO
TITLE I SCHOOL COUNCIL MEMBER FORM
(Continued)

	Delegates/ Alternates	Council Members	Unknown	Total
Question 2 - Responses (Continued)	%	%	%	%
- Police protection and safe streets near schools	-	3	-	2
- Have more realistic persons in staff positions, more competent personnel	-	3	-	2
- Have meetings in the neighborhoods with a teacher or Title I person explaining Title I	-	3	-	2
- More literature from George Washington University's Education Division	3	2	-	2
- Implementation of the 1972 Title I proposals, to give parents motivation and confidence that Title I will help their children	3	-	-	1
- Demand parent participation for their children's benefit	3	-	-	1
- An evaluation of each student's progress--sent directly to the parents by a Title I representative	-	-	4	1
- No recommendations	19	14	-	12
Question 3. How do you think Title I will help the students in your school this year?				
Responses:				
- The students should improve in their basic mathematics and reading skills	41	23	22	26
- The effects of Title I, if any, will be limited as a result of the brief time covered to date	10	9	22	12
- By diagnosing individual student needs and giving necessary remedial help	10	12	13	12

(Continued)

RESPONSES TO
TITLE I SCHOOL COUNCIL MEMBER FORM
(Continued)

Question 3 - Responses (Continued)	Delegates/ Alternates %	Council Members %	Unknown %	Total %
- Teacher aides, tutors, Pupil Personnel workers	10	14	4	11
- The program is essential to the low-income community in which the school is located	-	19	-	14
- Students will improve in their capacity to learn while raising their level (academically)	-	5	13	5
- The cultural enrichment component of the program	14	2	-	4
- I don't think it will help this year	-	-	18	4
- A change from low self-concepts found in many students should occur	-	3	-	2
- Improved health care for the children	-	3	-	2
- Speech and oral advancement programs as a major gain	-	-	10	2
- The program is benefitting and assisting the teachers to do a better job	-	2	-	1
- Title I shows the children that the parents and teachers are concerned about them	-	2	-	1
- Clothing provisions for the children	-	2	-	1
- Southwest students will get virtually nothing from Title I this year	4	-	-	1
- No response	10	5	-	5

NOTE: Percentages are computed on the basis of the total number of responses for that column.

EVALUATION OF ESEA TITLE I PROGRAM
for the District of Columbia, Summer 1971

Abstract of
Final Report

Government of the District of Columbia
Contract No. NS-71194 -- Amendment No. 1

Clinton A. Neyman, Jr.
Ann M. Riordan
Lilian D. Jokl
Shelia High

December 1971

Education Division
Social Research Group
The George Washington University
Washington, D. C.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, Summer 1971

Abstract of Final Report

PURPOSE

The purpose of this study was to evaluate the 1971 summer programs in the public and non-public schools of the District of Columbia funded under Title I of the Elementary and Secondary Education Act of 1965 as amended. The results of this evaluation will be used in decision-making by school administrators, project directors, principals, and teachers, as well as by the various Title I advisory committees and the District of Columbia Board of Education.

PROGRAM DESCRIPTION

The 1971 Title I summer school program was conducted using a total learning center concept in which a saturated learning environment with emphasis on improvement in reading and mathematics skills was provided for pre-selected students. There were fifteen centers -- eight elementary, three junior high, and four non-public schools, with a total enrollment of approximately 2600 students, most of whom were one year or more retarded in reading and/or mathematics.

The staff was carefully selected and, in addition to the classroom teachers and aides (teacher aides, parent aides, and community aides), included many resource personnel in the areas of reading, mathematics, language arts, science, social studies, art, music, physical education, and library. The result was a very favorable adult-to-pupil ratio, and a concentration of resources available to the classroom teacher. The program also included a dynamic staff development program encompassing workshops for the presentation of new materials and procedures, and professional development in terms of graduate credit.

Another aspect of the program was the use of standardized tests for diagnostic purposes.

There were six programs other than the Total Learning Centers conducted during the summer of 1971 which were funded by Title I: Project CARE (Cultural Arts Relevant to Education), Special Education program, Pupil Personnel Services (including Youth Serving Youth), Environmental Outdoor Laboratory School (Camp Round Meadow), Garnet-Patterson and Harrison Community Schools, and Learning by Doing (Shaw Junior High School).

EVALUATION PROCEDURE

Because the summer program was experimental and short-term, and had a great deal of potential importance for future decisions regarding Title I, attempts were made to view the program from as many different perspectives as possible. The program directors and their staffs were consulted wherever possible in designing evaluative procedures and instruments in order to provide ongoing and continuous feedback to all those involved in the program.

The primary emphasis in the evaluation was the measurement of changes in test scores using subtests of the Metropolitan Achievement Test. In addition, the programs were observed in operation, and interviews were conducted with center directors and assistants, teachers, and others. Information was also collected from questionnaires of various kinds.

FINDINGS

1. In reading, the average gains exceeded the expected three months' growth in all Learning Centers except the non-public schools.

2. In mathematics, the average gains exceeded the expected one month's growth in all Learning Centers except the seventh grade of the secondary schools.

3. Pre-selection before the end of the regular school year for enrollment in summer school of students most in need of remediation was only partially successful, as many of these students failed to show up for summer school. However, analysis showed no significant difference between the pre-selected students and those who were enrolled later.

4. The original goal of enrolling only students who were one or more years behind normal grade placement in reading and/or mathematics was met fairly well, as 78% of the students fell within this category as measured by the citywide tests administered in May 1971.

5. There was a direct positive relationship between the amount of gain in reading and mathematics and the number of days students attended the summer session.

6. Students in the eight public elementary school Learning Centers attended the summer session an average of 20 of the 29 days. Half of the students attended 23 days or more.

7. The students in the summer program were goal-oriented and anticipated success, and most of them found the program attractive and challenging.

8. Parents of the students in the summer program felt that their children showed positive changes and enjoyed the program, and recommended that the program be continued the next summer.

9. Teachers rated the communications and the teaching/learning environment aspects of the Learning Centers highest on the scales of the Weekly Evaluation Form, and the parent and community involvement aspect the lowest. The general level of all aspects of the program, including the parent involvement, improved during the summer.

10. Factors which contributed to the success of the Total Learning Centers included the following:

- Definite performance goals, with specifically stated objectives for reading and mathematics, but with flexibility of approach.
- Team approach with small class size, which enabled more individualized instruction.
- Positive leadership, with pervasive enthusiasm.
- Effective communication, which yielded an esprit de corps.
- Auxiliary personnel, who were resource persons providing specialist back-up.
- Full-time teacher aides, who effectively assisted the classroom teachers, particularly in small group instruction.
- Staff development as a built-in component.
- Challenging and informative workshops, including introduction of innovative instructional materials.
- Utilization of test results as a diagnostic instrument.
- In-process evaluation, which provided each Learning Center with weekly feedback.

RECOMMENDATIONS

- That the total learning center concept with its saturation of efforts for the improvement of reading and mathematics be continued, not only as the basis for efforts in future summer programs but also be adapted wherever possible during the regular school year.

- That increased use be made of test results for diagnostic purposes, and that teachers be given in-service training in the interpretation of these test results.

- That continuing efforts be made to increase the skills of classroom educational aides as part of the instructional team, through in-service training and workshops.

- That in-service training in the measurement of change and in evaluative procedures be made a regular part of the staff development of teachers and other school staff members.

- That teachers and others participating in the summer program be carefully screened to insure that they understand the basic concepts of the program and accept their responsibilities to enthusiastically and conscientiously carry them forward, since it was demonstrated during the 1971 summer program that careful staff selection is essential to a successful learning center.

- That every effort be made to insure that pre-enrolled students and their parents are well informed concerning the summer program, in order to have a maximum of cooperation during the full six weeks.

- That greater efforts be made to secure more parent participation in the summer program.

- That where it is necessary for resource persons to split their time and efforts between various parts of the program, definite schedules be established in order to make maximum use of their services.

- That greater effort be made to solve the problem of procurement of necessary supplies and equipment, particularly for the first weeks of the summer session.

- That in order to design an evaluation procedure that meets the needs of the operating staff of the summer school, the subject of evaluation be a regular part of the planning as well as the orientation and in-service training of future summer programs. Only in this way will all persons involved in the instructional program become aware of how their efforts will be assessed, and better understand the reasons for and the background of the evaluative efforts.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1970-71

Summary of the Final Report

Government of the District of Columbia
Contract NS-71194

Submitted to:
Mildred P. Cooper, Assistant Superintendent
for Planning, Research and Evaluation
Public Schools of the District of Columbia

by:
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December 1971

EVALUATION OF ESEA TITLE I PROGRAMS FOR THE DISTRICT OF COLUMBIA, 1970-71

Summary of the Report

I. OBJECTIVES

The primary objective of this research was to evaluate the programs conducted during the 1970-71 school year in the District of Columbia schools, which were funded under Title I of the Elementary and Secondary Education Act of 1965, as amended. The focus of the evaluation was evidence of progress of the students in the target schools, particularly those students identified as potential dropouts, relating this progress to the Title I programs in which they participated. Progress was measured against standard national educational norms and also against previous performance of the same or similar students. Non-academic factors related to attitudes, attendance, and behavior were also considered.

Another objective of this research was to assist in program planning by providing information about the educational problems of the students in the Title I programs that would be useful for administrative purposes and operational planning.

II. DESCRIPTION OF THE TARGET POPULATION

The Title I target area contained approximately 18,400 students divided among 23 public elementary schools, 4 junior high schools, 2 senior high schools, and 5 non-public schools. These participating schools were chosen on the feeder school principle based upon the 4 junior high schools: elementary schools were selected which sent most of their students to the 4 junior high schools, and the 2 high schools were selected as the ones which received most of the students from the 4 junior high schools.

III. TITLE I PROGRAMS FOR 1970-71

During the 1970-71 school year there were 28 different Title I programs and a number of sub-programs, all of which had the general intent of supplying services and instruction, either directly or indirectly, to compensate for the lack of educational development of the target-area students.* The average expenditure per student for this school year under Title I was $364, over and above the expenditures of the regular school budget. The Pupil Personnel Services Team program was the largest individual program, having in its caseload approximately 50% of the students in the target area.

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*As in previous years, the size of the Title I programs varied from as few as 27 students to several thousands. While many of the programs served Title I students directly, some of them, such as staff development and teacher training, served students only indirectly.

The outstanding development in the D.C. Schools during the 1970-71 school year was the citywide implementation of the Academic Achievement Program, which had among its objectives to raise the level of academic achievement of all students in the areas of reading, written and oral communication, and mathematics. Because all students in the D.C. schools were tested twice during the 1970-71 school year, these test results were available in the Title I schools for the measurement of changes in academic performance, in addition to the classroom teacher ratings obtained as part of the Title I evaluation.

IV. PROCEDURE

Evaluations were based upon both statistical and non-statistical information. The primary instruments used in the statistical evaluation were the Student Identification and Evaluation Form (SIEF70) filled out by the classroom teachers in May 1970 as a pre-test and in May 1971 as a post-test (SIEF71), the Pupil Personnel Services Teams Evaluation Form (PPF71) filled out for the students in the Teams' caseload at the end of the school year, and the results of the citywide testing of D.C. school students in reading and mathematics in September 1970 for grades two through nine and again in May 1971 for grades one through nine. Added to this information were the responses to various special questionnaires concerning specific programs.

The non-statistical information concerning the operation of each program was obtained through the observations of the Evaluation Staff and through interviews with program administrators, principals, teachers, students, and staff members involved in the various programs. The Evaluation Staff was assisted in these observations and interviews by the staff of the Assistant Superintendent for Planning, Research and Evaluation of the D.C. Schools.

The statistical information concerning the students in the target area was assembled in a Master Analysis File (MAF71), from which various computer runs were made to obtain data concerning the target population and the students in the various programs.

V. BASIS FOR EVALUATION

Because the overall thrust of Title I programs during the 1970-71 school year has undergone a considerable change due to modifications in emphases and guidelines, the assignment of comparative priority ratings to Title I programs as was done in previous reports appeared to be no longer appropriate. The evaluation of each program was discussed individually, taking into consideration the following:

Objectives - Were they attained?

Target population - Were the students served those in the greatest need?

Cost - Was the cost per pupil reasonable for the type of program and its objectives?

Operation - Did the program function effectively?

Principal's evaluation - How well did it work in his school?

Test scores - How did the student in the program compare with other similar students on both the pre-test and post-test and in amount of gain?

Teacher evaluations - What changes were noted by the classroom teachers as to the school adjustment, classroom performance, and attendance of the students in the programs compared with other similar students?

VI. FINDINGS AND CONCLUSIONS

A. Educational Problem Areas

... Title I elementary classroom teachers reported that the problems affecting the most Title I students, in order of frequency, were:

economic need (43%)
reading retardation (27%)
mathematics retardation (25%)
absenteeism (20%)
repeating same grade (12%)
behavioral problems (10%)
communications problems (6%)
withdrawn problems (5%)
physical/health problems (4%)

... Title I secondary classroom teachers reported that the most frequent educational problems of Title I secondary students, in order of frequency were:

absenteeism (61%)
economic need (35%)
mathematics retardation (24%)
reading retardation (23%)
behavioral problems (10%)
repeating same grade (5%)
withdrawn problems (4%)
communications problems (3%)
physical/health problems (2%)

... Girls were found to be evaluated by the classroom teachers more favorably than boys in every category of problems in both elementary and secondary levels.

B. Grade Retention

... The number of Title I students repeating the same grade increased over that in 1969-70, with 14% of the boys and 10% of the girls repeating in elementary schools, and 11% of the boys and 4% of the girls repeating in secondary schools.

... Approximately 80% of the boys and 60% of the girls in the seventh grade and above were one year or more older than the normal age for that grade. Approximately 40% of the boys and 20% of the girls in grades seven through eleven were two years or more behind normal grade for their age.

C. Absenteeism

... In the elementary school grades, 20% of the boys and 19% of the girls were absent from school 20 days or more. This is slightly less than in the previous year.

... In the secondary school grades, 65% of the boys and 57% of the girls were reported absent by their classroom teacher 20 days or more during the 1970-71 school year, which is higher than in the preceding school year.

D. Reading and/or Mathematics

... The median scores in reading and mathematics for grades two through nine increased more than the normal 7 months' gain as measured by the Large City Norms of the California Achievement Tests and the Comprehensive Tests of Basic Skills. Many of these gains exceeded those of corresponding grades in the D.C. schools as a whole.

... There was considerable variation between schools as to their scores on the September and May citywide tests; the grades in some of the Title I schools had median scores on the pre-test at the "chance" or minimum level, yet on the post-test there was at least one school at each grade level whose median test score exceeded the Large City Norms.

... There was also a considerable difference between schools in the amount of gain as indicated by changes in the median scores for their students. In reading, 54% of the elementary grades in Title I schools gained at least 1.2 years, and in mathematics 52% gained at least 1.2 years, as measured by change in median grade equivalent scores.

... Even though the gains in test scores were well above normal, the citywide testing in May 1971 showed the median grade equivalent scores for students in Title I schools to still be below the D.C. School norms and the Large City norms, by grades, as follows: (next page)

	D.C. Norms		Large City Norms	
Grade	Reading	Mathematics	Reading	Mathematics
1	-2 months	0 months	-2 months	-1 month
2	-3 months	-3 months	-2 months	-3 months
3	-5 months	-7 months	-2 months	-4 months
4	-3 months	-7 months	-3 months	-6 months
5	-5 months	-8 months	-4 months	-7 months
6	-4 months	-8 months	-3 months	-8 months
7	-7 months	-1.9 years	-3 months	-1.8 years
8	-4 months	-1.9 years	-2 months	-1.8 years
9	-1.5 years	-2.6 years	-9 months	-2.6 years

... Classroom teachers reported that only about two-thirds of the students who were retarded in reading were also retarded in mathematics, and vice versa.

... Teacher evaluations of reading retardation appeared to bear a positive relationship to the amount of gain the students made during the year; that is, those students characterized as having reading retardation problems gained less between the pre-test and post-test than did students having no problem or a slight problem.

... As a whole, the students in Title I elementary schools stood at the 35th percentile in reading, and in secondary schools at the 22nd percentile in May 1971 as measured by the Large City Norms of the California Test Battery.

... As a whole, the median student in Title I schools in grades two through nine stood at about the 40th percentile in reading in May 1971 as measured by the D.C. School norms.

Test Results for Title I Programs

... Students in the Title I programs for which it was possible to compare test results gained more, on the average, than the 7 months in reading based on the Large City Norms, with the exception of the Widening Horizons program.

... Students in all the Title I programs for which it was possible to compare test scores gained more, on the average, than the 7 months in mathematics test scores based on the Large City Norms.

... Of the Title I programs for which it was possible to compare test scores, Project HAPPY students showed the most reading score gain (1.2 years based on the Large City Norms).

... The students in the following programs showed consistent gains in both reading and mathematics:

- Interdisciplinary Approach to Reading and Mathematics
- Reading and Math Laboratory
- Reading Incentive Seminars
- Project HAPPY
- Youth Serving Youth--Tutees (Math only)

E. Dropout

... Teachers and Pupil Personnel Teams felt that the student characteristics which were the most indicative of school dropouts were: poor attitude toward school, followed by lack of family supportiveness, repeating the same grade, and high number of days absent. In general, the Pupil Personnel Teams appeared to find more positive characteristics in dropouts than did classroom teachers.

F. Family Supportiveness of Student's School Efforts

... Family supportiveness of students as observed by classroom teachers was closely related to school adjustment, for both boys and girls at all levels.

G. Pupil Personnel Teams' Observations

... Pupil Personnel Team workers and aides evaluated girls more favorably than boys on most measures of school adjustment and attitude.

... Pupil Personnel Teams found that boys had more problems of almost every kind than girls.

... Pupil Personnel Teams found that the most frequent educational problem areas, in order of frequency, were:

- reading retardation
- mathematics retardation
- economic need
- absenteeism
- behavioral problems
- family situation

... Pupil Personnel Teams reported that approximately 22% of their caseload did not have a reading retardation problem, and that almost 25% did not have a mathematics retardation problem.

... Pupil Personnel Teams reported that, of the students in their caseload who had a severe reading problem, 41% were better, 52% were the same, and 7% were worse at the end of the year.

... Pupil Personnel Teams found that students characterized as showing a positive attitude, responsibility, alertness, and to a lesser degree, cooperativeness and friendliness, improved in reading during the year, while those who grew worse in reading were characterized as being negative in attitude, irresponsible, dull, uncooperative, and unfriendly.

... Pupil Personnel Teams reported that a larger percentage of the students in their caseload with a negative self-image was worse in reading at the end of the year than the percentage of those who did not have a negative self-image, and that a positive self-image appeared to be related to positive changes in almost every category of educational problems.

... Pupil Personnel Teams found that the percentage of students in their caseload with educational problems increased as family supportiveness of school efforts decreased.

... As evaluated by the Pupil Personnel Teams, students with no economic need problem had families who were more supportive of their school efforts than students with severe economic need, although there were quite a number of students with economic need whose families were supportive of their school efforts.

... There was a definite relationship between student self-image as evaluated by the Pupil Personnel Teams and absenteeism as an educational problem; two-thirds of those students with a negative self-image also had a severe absenteeism problem, as compared with students with a positive self-image where only 8% had a severe absenteeism problem.

... The incidence of severe absenteeism problems was twice as great in students whose families were not supportive of their school efforts as in students whose families did support their school efforts. Among the students in the caseload who had no absenteeism problem there were ten times as many whose families were supportive as not supportive.

... The Pupil Personnel Teams attributed more favorable characteristics to those students with no absenteeism problems as compared to those with a moderate or severe problem.

As a result of this study it may be concluded that:

1. Title I students as a whole performed somewhat better on standardized tests than before. Even though the Academic Achievement Project in the D.C. Schools placed the emphasis on reading and mathematics for the past year, and in general test scores did go up, there was evidence that students in several Title I programs improved in their test scores more than expected and that in many programs there were improvements in other aspects of classroom performance and school adjustment.

2. Most of the Title I programs during the 1970-71 school year affected the students only indirectly, so no measurable student gains could be determined for the students in them. Among the programs where measurement was possible, the following were found to be most effective in terms of student gains: Reading and Mathematics Laboratory, Interdisciplinary Approach to Reading and Mathematics, Reading Incentive Seminars, Project HAPPY, and Youth Serving Youth--Tutors. Teacher evaluations of students in the Pupil Personnel Teams' caseload showed definite gains in school adjustment, particularly for elementary school boys.

3. In this study it was not possible to equate student gain with cost in terms of Title I dollars. From inspection of the costs of the Reading and Mathematics Laboratory, Interdisciplinary Approach to Reading and Math, Reading Incentive Seminars, and Project HAPPY Programs, it would appear that the costs were approximately $250 per student. However, to this should be added the costs of other programs from which the students received indirect benefits, such as the Staffing Pattern Support Program, Educational Aides, teacher training, and Pupil Personnel Services.

4. At every grade level, girls were found to be evaluated more favorably than boys both by their classroom teachers and by the Pupil Personnel Teams, in almost every aspect of school adjustment and classroom performance, and to have fewer educational problems in every category. There were fewer boys than girls in most of the Title I programs. Only two Title I programs during the current year were specifically designed to assist boys - the Interdisciplinary Approach to the Development of Reading and Math Skills Program at Stuart and Terrell Junior High Schools, and the Gonzaga Preparatory Experiment.

5. Classroom teachers' evaluations of student attitudes toward school, classroom performance, and educational problem areas were important in interpreting changes or lack of change in test scores, particularly in connection with the determination of secondary causes of educational difficulties and the development of remedial measures.

V. RECOMMENDATIONS

As a result of this study, it is recommended that:

1. Information about individual students should continue to be obtained from classroom teachers in order to provide useful measures of student attitude, classroom performance, and school adjustment in evaluating the effects of Title I programs and services. These observations will continue to be needed along with standardized test scores in measuring academic achievement in order to diagnose the causes of lack of academic performance and to measure the effects of remedial efforts.

2. It is evident that boys in Title I schools continue to show more educational problems, are more frequently retained in grade, and are more adversely rated than girls at almost every level. Therefore, greater efforts should be made to assist boys to overcome these difficulties through programs particularly designed for them, through increasing the awareness of teachers to the needs of boys by means of in-service training and workshops, and special studies of needs of boys in the Title I population.

3. Efforts should be made to reduce the number of students who repeat the same grade for the second year. In the Title I schools during the 1970-71 school year, 14% of all boys and 10% of all girls were repeating the same grade in the elementary schools, and 11% of the boys and 4% of the girls were repeating the same grade in the secondary schools. At the elementary level, every grade with the exception of the first showed an increase over the preceding school year in the percentage of students retained. Current research shows that retention in grade, to repeat the same curriculum not learned adequately the preceding year, is not effective and in many cases is quite detrimental. Failure of students to learn is in many cases an indication that the teaching methods did not fit the students.

4. For complete evaluation of the effects of Title I programs upon identified students, adequate information should be available concerning all aspects of the educational system within which he learns. As change in students is the sum of all the forces acting upon them, both in school and out of school, the more that is known of these forces the more effective the diagnosis and remedial efforts will be. In addition, the evaluative base for studying the effects of Title I programs should be extended to other students with similar educational problems outside the Title I school area in order to establish comparison groups, discern trends, and test educational hypotheses.

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EVALUATION OF ESEA TITLE I PROGRAMS

for the District of Columbia, Summer 1970

Final Report

Government of the District of Columbia
Contract NS-70551

Clinton A. Neyman, Jr.
Ann M. Riordan
Lilian D. Jokl

December 1970

Education Division
Social Research Group
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, Summer 1970

Abstract of Final Report

PURPOSE

The purpose of this research was to find out whether the Title I programs conducted in the District of Columbia Schools during the summer of 1970 fulfilled their stated objectives. The effect of these programs on the students and teachers who were involved in them was also investigated.

The statement of the objectives for the various programs was obtained from the proposals submitted to the Citywide Advisory Committees and by interviews with program staffs.

PROCEDURE

Information was gathered about the 28 different summer programs by means of an Administrator's Questionnaire, special questionnaires, Student Evaluation Forms, rosters, and by direct observation of programs and interviews with program directors and coordinators.

PROGRAM DESCRIPTIONS

For each of the summer Title I programs, there is reported: (1) a brief description of the program; (2) the objectives; (3) implementation -- including the duration; participants; activities of both staff and students; materials, supplies, and equipment; and any personnel and logistical problems; (4) a statement of the budget allocated to the program; (5) an evaluation of the findings, and conclusions based upon available evidence; followed by (6) the recommendations of the evaluators.

FINDINGS AND CONCLUSIONS

Attached is a list of the summer programs in groups according to the priority of the effectiveness of the program. Priority 1 programs are those which successfully accomplished their objectives, and were well organized, efficient, and reasonable in cost. The programs in Priority 1A were deemed to be slightly more appropriate to the overall Title I summer program objectives than those in Priority 1B. Priority 2 programs seemed to be successful in meeting objectives, but they served smaller groups of students and teachers, costs appeared high, or in some other way they fell short of expectations. Priority 3 contains those programs which did not function as planned. Programs in the Special Category were not placed on the priority scale mainly because they are year-round programs and are evaluated during the regular school year.

CONCLUSIONS

1. The objectives of most summer Title I programs were consistent with the overall Title I objectives in that they emphasized remedial reading and mathematics skills and directly served Title I students. Many summer programs focused on teacher training in reading and mathematics instruction.

2. The summer months proved to be especially appropriate for teacher training in allowing greater flexibility and experimentation. Enthusiasm and interest were high in many programs.

3. Title I summer programs would have been more effective had funding not been so late and so complicated. Late funding caused difficulties in recruiting staff, obtaining participants, and procuring supplies.

4. The complicated procedure of making arrangements for salaries and supplies definitely lowered morale and was one of the most frequently cited difficulties, as it has been for the past four summers.

5. While a start was made in getting parent and community participation, much more could be done. Greater lead time and more publicity should be used in future planning.

6. Many programs served far fewer students than planned. This appeared to be caused, at least in part, by late funding and inadequate advance publicity.

7. There was competition for attendance of students between Title I programs and other summer programs. Where possible programs should be planned in such a way as not to overlap in time with other programs held at the same center.

PRIORITIES ASSIGNED TO TITLE I PROGRAMS*
Summer 1970

Priority 1A

Contemporary Environmental Laboratory (Model School Division)
Cultural Enrichment (Model School Division)
Developmental Mathematics (Model School Division)
Developmental Reading (Model School Division)
Educational Camping (Urban Service Coprs)
Gonzaga Higher Achievement (Secondary)
Mathematics Institute (Elementary)
Mathematics for Underachievers (Elementary)
Program Planning (Secondary)
Staff Development Workshop for Project READ (Elementary)

Priority 1B

Audiovisual Services (Secondary)
Early Morning Physical Fitness (Elementary)
Mini Woodwork and Homemaking (Elementary)
Primary Reading Enrichment (Elementary)
Summer Scholarships (Secondary)
Urban Communications Workshops (Secondary)

Priority 2

Audiovisual Club (Elementary)
Kingsbury Laboratory School (Elementary)
Mathematics Enrichment (Elementary)
Responsive Environments Corporation Model (Elementary)

Priority 3

Computer Experiences (Secondary)
Instructional Television (Model School Division)
Multi-Station Mathematics Laboratories (Secondary)

Special Category

Community Schools (Model School Division)
Dunbar Communications Laboratory (Secondary)
Innovation Team (Model School Division)
Logan Community School (Urban Service Corps)
Pupil Personnel Services
Terrell Community School (Secondary)

*Programs listed in alphabetical order within priority categories.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1969-70

Summary of the Report

Government of the District of Columbia
Contract NS-7089

Clinton A. Neyman, Jr.

November 1970

Education Division
Social Research Group
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS
FOR THE DISTRICT OF COLUMBIA, 1969-70

Summary of the Report

I. OBJECTIVES

The purpose of this research was to continue the evaluation of the special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended.

As in the evaluations during the preceding three years, the primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various Title I programs. Answers were sought to the following questions:

... Do students perform better in school because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs and services obtain the most student gain per dollar of Title I funds?

... Do Title I programs fit the needs of the students in the area?

II. DESCRIPTION OF THE TARGET POPULATION

The number of schools in the Title I target area was reduced in 1968-69 from 84 public and 11 private schools to 31 public and 5 private schools. This reduced the number of students from about 70,000 to 21,000. The number of students designated as potential dropouts, and therefore in need of special attention from these programs and services, was also reduced from about 25,000 to just over 10,000. The concentration of effort increased the average per pupil expenditure from approximately $80 in the

1967-68 school year to about $240 in 1968-69. This concentration continued into the 1969-70 school year.

The schools to participate in the program were chosen on the feeder school principle based upon four junior high schools. The elementary schools which fed into these four junior high schools were included in the target area, along with the two high schools which received most of the students from these four junior high schools. The five private schools chosen drew their students primarily from the target area.

III. PROCEDURE

Evaluations were based upon both statistical and non-statistical evidence of change in the performance and attitudes of the students in the various Title I programs. The primary instruments used in the statistical evaluation contained classroom teacher appraisals of student performance and attitudes obtained in May 1969 (used as the pre-test) and again in May 1970 (used as the post-test) for students in the target-area schools. From the responses on these forms, two sets of scores were computed for all students who were in the various Title I programs. The differences between these scores were assumed to be evidence of changes in the students in each program. These changes were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups. The average absence rates for students in various programs and groups were also obtained and compared.

Information about the educational problems of students identified as potential dropouts was obtained from the Identified Student Forms filled out by teachers and principals at the beginning of the school year, and from additional items contained in the Student Evaluation Form this year. In addition, the evaluations made by the Pupil Personnel Services Teams concerning the educational problems and treatment of the students in their caseload were also examined.

For Project READ, the Gates-MacGinitie Reading Test was used to measure changes in vocabulary and comprehension. In addition, the students in the 4th, 5th, and 6th grades were given the STEP Reading Test.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators, principals, and teachers, and through observations of the programs by the evaluation staff and by the staff of the Assistant Superintendent for Planning, Innovation, and Research of the D.C. Schools.

IV. BASIS FOR EVALUATION

The primary basis for evaluation of the programs was the changes in the students in the programs, as measured by the evaluative information obtained from classroom teachers. Secondary consideration was given to such things as cost per pupil relative to other programs, the level of absences of the students in the programs, the extent to which the objectives of the programs appeared to be accomplished, and how well these accomplishments coincided with the overall objectives of Title I.

V. PRIORITY RATINGS ASSIGNED

Priority ratings were assigned to these programs and are shown in the table on the next page. Priority 1 programs are those which appeared to be the most effective in that they tended to improve the classroom performance and the school adjustment of the students in them. These programs also appeared to reduce absences and to deal with the part of the target-area population most likely to drop out of school. In these programs the cost per pupil compared favorably with other programs. The programs listed as Priority 1-A are considered to be slightly more effective than those in Priority 1-B. Priority 2 programs appeared to have merit but did not fulfill all of the requirements for effective programs. Priority 3 programs usually had undesirable characteristics.

VI. IMPLICATIONS FOR PROGRAM PLANNING

The following observations of continuing problems in the Title I area were derived from the analysis of the data obtained for the present report, and should be seriously considered in future program planning:

... In the 1969-70 school year, 20% of the 1st-grade boys and 15% of the 1st-grade girls were repeating the 1st grade.

... Above the 3rd grade, 36% of the boys and 20% of the girls were two years or more behind normal year-for-year promotion.

... Almost 9% of all Title I students were repeating the same grade for the second time.

... Fifty percent of the boys at the junior and senior high school level were more than two years behind their grade level in reading ability, and 31% of the secondary school girls were more than two years behind their grade level in reading.

PRIORITIES ASSIGNED TO TITLE I PROGRAMS*
FOR SCHOOL YEAR 1969-70

Priority 1-A

Pupil Personnel Services (including Youth Serving Youth)
Speech Correction (Public and Non-Public)
Urban Service Corps (including Widening Horizons)
Classroom Assistance (Elementary)

Priority 1-B

Physical Fitness (Elementary)
Reading Incentive Seminar (Secondary)
Gonzaga Prep Experiment (Secondary)
Experimental Staffing Patterns (Secondary)
Introduction to Data Processing (Secondary)
Urban Journalism (Secondary)
Community School (MSD)
Teacher Aide Program (MSD)
Cardozo Data Processing (MSD)

Priority 2

Audio-Visual Services
Strengthening Instructional Services (Elementary)
Health and Psychological Services (Elementary)
Cultural Enrichment (Elementary)
Cultural Enrichment (Secondary)
Cultural Enrichment (MSD)
English in Every Classroom (MSD)
Cultural Enrichment (Non-public schools)

Priority 3

Project READ (Elementary)
Mathematics Clinic (Secondary)

Projects with Separate Evaluations

Follow-Through Project - Morgan School
- Nichols Avenue School
Elementary and Secondary Staff Development (MSD)

*No significance to the order listed within priorities.

... Forty-three percent of the junior high school boys and 29% of the junior high school girls were more than one year behind their grade level in arithmetic.

... The teachers in Title I schools tended to see their girl students in a much more favorable light than their boy students.

... Over 2600 students had behavioral problems, the greatest percentage of these being reported in the 7th grade.

... Over 1000 (6%) Title I students had severe physical or health problems.

... Teachers stated that about 8% (1462) of their students had educational problems because of being withdrawn.

... Classroom teachers stated that 37% of their students had speech patterns which interfered with their ability to communicate with adults, and that 15% had speech and language problems which affected their educational development.

... Only 20% of the students had parents who were very supportive of the students' efforts in school.

... Half of the boys in the 10th grade in 1969-70 were absent more than 32 days, and 10% of them were absent more than 95 days. Half of the 10th-grade girls were absent more than 18 days, and 10% were absent more than 79 days.

... In the elementary schools, grades 1 through 6, half of the students were absent more than 9 days, both boys and girls.

... In the junior high schools, half the boys were absent more than 22 days, and half the girls were absent more than 16 days.

... In the high schools, half of the boys were absent more than 25 days, and half of the girls were absent more than 19 days.

... Sixty percent of Title I area students were "identified" as potential dropouts by their principal, as compared with 49.6% for the previous year.

... The problems of the students identified as potential dropouts, listed in the order of frequency, were as follows: (1) Crucial economic need, (2) Reading retardation, (3) Emotional/behavioral problems, (4) Arithmetic retardation, (5) Absenteeism, (6) Failure in class subjects, (7) Health problems, (8) Speech/hearing problems, and (9) School transfers.

... The Pupil Personnel Services Teams found that 52% of the students in their caseload had both parents in the home, 39% had only one, and the other 9% lived in an extended, substitute family, or some other type of home.

... The Teams found that 19% of the students in their caseload had no personal books.

... The Teams found that 15% of their caseload had no adequate place to study.

... The Teams found that the families of 22% of their caseload wanted the student to graduate from college, 10% wanted him to get some college education, and 14% wanted the student to get a technical education beyond high school, indicating that 46% of the parents wanted their children to have more than a high school education.

... The Pupil Personnel Teams felt that they had been very effective with 29% of their caseload, fairly effective with 53%, not very effective with 15%, and not effective at all with 3% of them.

... Thirty-eight percent of the elementary school teachers who responded to an anonymous questionnaire said that they had had contact with the parents of less than half of their students.

... Teachers who responded to the anonymous questionnaire said that only 13% of the parents of their students had attended special school events when invited.

... Teachers felt that parent participation in school activities and planning would increase the interest of parents in the education of their children and improve the educational climate, and that an effort should be made to provide educational and social opportunities for the parents at the school, such as adult education courses and workshops.

VII. RECOMMENDATIONS

1. Gathering information on individual students from classroom teachers should be continued on a longitudinal basis in order to determine the effects of Title I programs on the classroom performance and school adjustment as well as on other aspects of the educational problems of students in the Title I area.

2. Greater efforts should be made to assist boys in overcoming their reading and other academic difficulties, particularly in the elementary grades. There are twice as many boys as girls who are retarded in reading in elementary schools.

3. Secondary school programs should make a more concerted effort to assist identified students, particularly those who are two years or more behind their grade level in reading and arithmetic, as well as those who have other educational problems. Most of the present programs, while highly desirable for many Title I students, appear to draw their participants primarily from those above average in classroom performance and school adjustment.

4. Efforts should be made to reduce the number of students who repeat the same grade a second year. In the target-area schools during the 1969-70 school year, almost 20% of the boys and 15% of the girls repeated the 1st grade; also, in the grades above the 3rd, 34% of the boys and 18% of the girls were two years or more behind normal grade level. (In accordance with the policy of the D.C. schools, children normally enter the 1st grade in the calendar year in which they become six years of age.) Most of the research concerning grade retention shows that those students who are kept back do not make up their deficiencies by the extra year but actually drop farther behind, and in addition often develop a habit of failure.*

5. A permanent city-wide identification number should be assigned to all students in the D.C. School System. This is needed to efficiently proces Title I information, and would considerably decrease the clerical load of gathering, processing, and evaluating information. At present, the movement of students in and out of the Title I area substantially increases the difficulty in assembling this information, particularly as all Title I elementary students do not go to Title I junior high schools, nor do the Title I high schools restrict their enrollment to students from only Title I junior high schools.

6. In addition to the present system of overall assessment of the effect of Title I programs through the measurement of changes in student classroom performance and school adjustment based upon classroom teacher evaluations, it is recommended that certain of the Title I programs, particularly those where the interaction of the school and community are involved, be evaluated in depth. While the ultimate goal of all Title I programs is to overcome the educational handicaps of Title I students, intermediate goals are necessary to measure progress.

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*Jarvis, O.T., & Wootton, L.R. *The Transitional Elementary School and its Curriculum*. Dubuque, Iowa: Wm. C. Brown Co., 1966.

Dobbs, V., & Neville, D. "The Effect of Nonpromotion on the Achievemer of Groups Matched from Retained First Graders and Promoted Second Graders," *J. of Educational Research*, Vol. 60, No. 10, July-August 1967.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1968-69

Summary of the Final Report

Government of the District of Columbia
Contract MS-6966

Clinton A. Neyman, Jr.

December 1969

Education Division
Social Research Group
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS
FOR THE DISTRICT OF COLUMBIA, 1968-69

Summary of the Report

I. OBJECTIVES

The purpose of this research was to continue the evaluation of the special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10, as amended.

As in the preceding evaluations during the 1966-67 and 1967-68 school years, the primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various Title I programs. Answers were sought to the following questions:

... Do students perform better in school because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs and services obtain the most student gain per dollar of Title I funds?

... Do Title I programs prevent dropout?

II. DESCRIPTION OF THE TARGET POPULATION

The number of schools in the Title I target area was reduced in 1968-69 from 84 public and 11 private schools to 31 public and 5 private schools. This reduced the number of students from about 70,000 to 21,000. The number of students designated as potential dropouts, and therefore in need of special attention from those programs and services, was also reduced from about 25,000 to just over 10,000. This concentration of effort increased the average per-pupil expenditures from approximately $80 in the 1967-68 school year to about $240 in 1968-69.

The schools to participate in the program were chosen on the feeder school principle based upon four junior high schools. Twenty-four elementary schools which fed into these four junior high schools were included in the target area, along with the two high schools which received most of the students from the four junior high schools. The five private schools chosen drew their students primarily from the target area; these schools have contiguous attendance areas centered at approximately M and North Capitol Streets. (Title I school attendance areas are shown on the map in Chapter 3, page 3-4.)

III. PROCEDURE

Evaluations were based upon both statistical and non-statistical evidence of change in the performance and attitudes of the students in the various Title I programs. The primary instruments used in the statistical evaluation were the Student Evaluation Forms (teacher evaluations of student performance and attitudes) obtained in May 1968 and again in May 1969 for students in the target-area schools. From the responses to these forms two sets of composite scores, obtained by combining certain items from the questionnaires, were computed for all students who were in the various Title I schools. The difference between these composite scores at the beginning and end of the school year was assumed to be evidence of changes in the students in each program. These changes were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups. The average absence rates for students in various programs and groups were also obtained.

Information about the students identified as potential dropouts was obtained both from the Identified Student froms filled out by teachers and principals at the beginning of the year, and from the questionnaires filled out by the Pupil Personnel Services Teams at the end of the year.

A special test battery was used in the evaluation of the Pre-Kindergarten Program. A standardized test was used in the evaluation of Project READ, supplemented by information supplied by the teachers and reading specialists.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators, principals, and teachers, and through observations of the programs by the Project staff and by the staff of the Associate Superintendent for Planning, Innovation, and Research of the D.C. Schools.

IV. BASIS FOR EVALUATION

The primary basis for evaluation of the programs was consideration of the changes in the students in them, as measured by the Classroom Performance Composite and the School Adjustment Composite, as well as other evaluative information obtained from classroom teachers. Secondary consideration was given to such things as cost per pupil relative to other programs, the level of absences of the students in the programs, and the extent to which the objectives of the program appeared to be accomplished and how well these accomplishments coincided with the objectives of Title I.

Priority ratings were assigned to these programs and are shown in the table which follows. Priority 1 programs are those which appeared to be the most effective in that they tended to improve the classroom performance and the school adjustment of the students in them. These programs also appeared to reduce absences and to deal with the part of the target-area population most likely to drop out of school. In these programs the cost per pupil compared favorably with other programs. The programs listed as Priority 1-A are considered to be slightly more effective than those in Priority 1-B. Priority 2 programs appeared to have merit, but did not fulfill all of the requirements for effective programs. Priority 3 programs usually had undesirable characteristics.

V. CONCLUSIONS

A. It was found to be possible to devise and use a statistical model sensitive enough to detect small changes in evaluated pupil performance associated with individual Title I programs.

B. Many Title I programs were found to be associated with gains in both classroom performance and school adjustment. The following types of programs were associated with the greatest positive change:

1. Pre-kindergarten programs

2. Reading incentive programs, where students who were reluctant readers were given interesting books and other materials to read, and participated in discussion sessions about what they had read (Reading Incentive Seminars)

3. Special high school programs for pregnant girls (Webster), and for getting dropouts back into school to complete their high school work (STAY)

PRIORITIES ASSIGNED TO TITLE I PROGRAMS*
FOR SCHOOL YEAR 1968-69

Priority 1-A

248 Para-Professional Program, Elementary
250 Pre-Kindergarten Program, Elementary
264 Reading Incentive Seminars, Secondary
283 Pupil Personnel Services
329 English in Every Classroom, Model School Division

Priority 1-B

253 Staff Development Program, Elementary
254 Project READ (for 3rd grade and below only)
261 Webster Girls School
262 STAY Program to Rehabilitate Dropouts
263 Teacher Assistant and Aide Program, Secondary
266 Staff Development, Program, Secondary
267 In-Service Training, Secondary
268 Math Clinic, Secondary
283 Youth Serving Youth Program
290 Reading Clinic
291 Speech/Hearing Clinic
321 Instructional Staff, Model School Division
325 Teacher Aide and Assistant Program (TAP), Model School Division

Priority 2

269 Cultural Enrichment, Secondary
281 Urban Service Corps
282 Audio-Visual Program
285 Widening Horizons
327 Cultural Enrichment, Model School Division
328 Cardozo Data Processing Program, Model School Division

Priority 3

254 Project READ (4th grade and above)
326 Community Schools Program, Model School Division
334 Volunteers to America, Model School Division

Projects with Separate Evaluations

243 Program for the Emotionally Disturbed
251 Follow Through - Nichols Avenue
252 Follow Through - Morgan
332 Elementary and Secondary Staff Development, Model School Division

*Listed in order of program numbers within priority groupings

    4. Special programs where students who were themselves having difficulty in school were called upon to help those younger than themselves who needed help (Youth Serving Youth)

C. Many Title I programs where found to be associated with decreases in absences on the part of the students in them, as compared with other students of the same grade and sex.

D. There was considerable difference in the students from program to program, as can be seen from the great differences in the evaluations by classroom teachers of the performance and attitudes of the students in the programs.

E. From the analysis of the "Instrument for Identifying Potential School Dropouts," (yellow and green forms), the following conclusions can be drawn:

    1. These forms served a useful purpose in that they required the school staff to review the needs and problems of each student; they supplied an inventory of those needs so as to have information upon which to base policy decisions as to what types of programs were most needed to prevent dropout; and they supplied the Pupil Personnel Services Teams with information on which to base their contacts with the students and their families in the solution or alleviation of these problems.

    2. Schools differed considerably in the percentage of their students who were identified as potential dropouts.

    3. The most often cited problem for elementary school children was evidence of economic need, with severe reading problems and evidence of behavioral problems second and third, respectively.

    4. For junior high school students, economic need was highest, with absenteeism and reading retardation second and third, respectively.

    5. For senior high school students, absenteeism was the most cited problem, with course failure and economic need second and third, respectively.

F. It was found that in Title I schools 20% of the boys and 14% of the girls repeated the 1st grade. After the 3rd grade, 75% of the boys and 59% of the girls in Title I schools were one year or more behind their normal grade for age. It was also found that after the 3rd grade 36% of the boys and 20% of the girls were two years or more behind their normal grade for age. (Note: The policy of the D.C. Public Schools is that children enter the 1st grade in the calendar year in which they become six years old.) It was found that there was a considerable difference among the various Title I schools as to the average number of students who repeated the same grade.

G. In a special study of those students who had dropped out of school it was found that they had considerably more absences than other students, and that while they were lower on most aspects of classroom performance and school adjustment than other students, their teachers evaluated them higher in leadership, health, and emotional maturity. Title I programs appeared to provide a counteracting force to dropouts.

H. Analysis of the Pupil Personnel Services Evaluation Forms showed that:

1. The average number of contacts made by the Pupil Personnel Teams with both students and parents increased from 1968 to 1969.

2. Approximately 15% of the Pupil Personnel Teams workload was added after the school year began and after initial student identification by school principals.

3. The Teams felt that they were very effective in 27% of the cases in their workload, and not effective at all in approximately 3.4%, and that they were most effective in dealing with students who needed social adjustment.

4. In cases where the Pupil Personnel Teams found that the student had a poor home environment, the teachers usually found below average family supportiveness of school efforts and thought the student was unkempt and untidy.

5. The Pupil Personnel Teams made the most contacts with those students who had emotional/behavioral problems, followed by those with arithmetic and reading problems.

6. Contacts with parents were more numerous for those students with emotional/behavioral problems, followed by those with health problems, absenteeism, course failures, arithmetic problems, and reading problems, in that order.

I. The evaluation of Project READ showed that:

1. The difficulties encountered, particularly at the beginning of the program, in obtaining supplies, pre-training of teachers and Reading Center staff, and adequate support from the contractor, reduced the effectiveness of the program.

2. The Project READ students in the 3rd grade gained more than the equivalent of one year's growth in both vocabulary and comprehension as measured by the difference between the pre-test and post-test scores on the Gates-MacGinitie Reading Test. Students in other grades averaged approximately the equivalent of two-thirds of a year's growth (when change in grade equivalent score was prorated over one year).

J. Analysis of the Pre-Kindergarten Program showed that:

1. These children from low socio-economic areas improved their performance in the use of language, particularly in vocabulary and information, and at the end of the program were near or above average.

2. The program was successful in providing early educational experiences for four-year-olds in preparation for regular school. The program did involve parents in the education of their children, although more emphasis could be put on this aspect of the program.

K. Analysis of the Webster Girls School Program showed that all of the girls interviewed planned to complete high school and many wanted to continue their education. Most felt that if they had not gone to Webster they would have been put back a year and might have dropped out of school. All appeared to appreciate the opportunity to continue their education and thought the school was performing a necessary service.

VI. RECOMMENDATIONS

A. The Student Evaluation Form should be continued in order to obtain data on a longitudinal basis as to the effects of Title I programs on the classroom performance, school adjustment, and other aspects of the educational environment of the students in the Title I target area. Any modification should be such as to increase its usefulness in evaluation to administrators, principals, and teachers, keeping in mind the maintenance of continuity of as many of the items as possible.

B. The procedure for designating "identified" students should be changed. Re-evaluating every Title I student at the beginning of the school year, using the "Instrument for Identification of Potential School Dropouts," is unsatisfactory because the new list of identified students is not available for use until too late in the school year. If lists of these students as identified at the end of the previous school year were available in September, then only the students who were new to Title I schools would need to be designated as to whether or not they should be "identified" at the beginning of the school year. The procedures necessary for handling this change would need to be worked out in detail.

C. Some form of student evaluations by teachers should be available from other-than-Title I schools, at least on a sampling basis. These data are necessary for the purpose of establishing control groups and for studying the effects of other-than-Title I programs. Control groups from schools that had previously been in the Title I target area and had been removed in order to concentrate Title I efforts, would be particularly useful.

D. Efforts should be made to reduce the number of students who must repeat the same grade a second year. In the target-area schools during the 1968-69 school year, almost 20% of the boys and 14% of the girls repeated the 1st grade; also, 75% of the boys and 60% of the girls in grades 4 and above were found to be at least one year behind normal grade level. (In accordance with the policy of the D.C. Schools, children normally enter the 1st-grade in the calendar year in which they become six years of age.) These efforts should take the form of more pre-kindergarten and kindergarten programs, remedial summer courses, and a greater emphasis on overcoming the deficiencies of these target-area children in the primary grades.

E. Research should be undertaken to develop a more precise measure of dropout potential in order to determine which students need specific remedial action, and to determine whether this action is actually working. Knowledge of the factors which go to make up such an indicator would assist teachers and administrators greatly both in planning adequate programs and in staff development and in-service training.

F. Research should be undertaken to develop better measures of educational climate in the various Title I schools and programs. Changes in educational climate would be quite valuable in determining effective staffing patterns, and the relationships between staff development and in-service training as well as student performance and behavior.

G. Additional experimentation and evaluation need to be undertaken as to the most effective use of teacher aides in elementary schools. There is little positive evidence of increased classroom performance or school adjustment from the use of teacher aides, and very little evidence as to improved standardized test scores in classrooms where teacher aides are present. Increased use should be made of situations where gains have been obtained, to determine what factors were present so that the situation might be replicated.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1967-68

Abstract

United States Office of Education
Contract No. OEC-1-7-071344-5152

Clinton A. Neyman, Jr.

May 1969

Education Research Project
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS
FOR THE DISTRICT OF COLUMBIA, 1967-68

Abstract

I. Objectives

The purpose of the research was to continue the evaluation of special programs in the District of Columbia schools funded under Title I of the Elementary and Secondary Education Act of 1965, Public Law 89-10.

The primary objective was to obtain estimates of changes in student performance and behavior that could be related to each of the various programs. Answers were sought to the following questions: Do students perform better in school because of the expenditure of Title I funds? What programs appear to be the most effective in terms of measurable pupil gains? What programs and services obtain the most student gain per dollar of Title I funds? Do Title I programs prevent dropout?

II. Description of the Target Population

There were 97 public and private schools, both elementary and secondary, in the target area, with a total enrollment of approximately 70,000 students ranging from kindergarten through the twelfth grade. These schools were selected on the basis of the need of the children in them, as determined from a combination of the median school scores for the 4th and 6th grades on two standardized tests of reading, and median income and years of schooling of the adult population in the census tract in which the school was located. Approximately 25,000 students in these target schools were designated by their school principal as potential dropouts in need of special attention. Eighteen of the schools, with approximately 15,000 new students, were added to the target area at the beginning of the 1967-1968 school year.

III. Procedure

Teacher evaluations of student performance and attitude were obtained in May 1967 and again in May 1968 for students in the target schools. From the responses to these questionnaires, two sets of composites, obtained by combining similar items from the questionnaires, were computed for students who were in the various Title I programs. These composites at the beginning and end of the school year were taken as evidence of changes in the students in the programs. The changes in the students in each program were compared with each other, and were also compared with similar changes occurring in boys and girls in various grade groups.

In addition to changes in classroom performance, test scores were used to compare the performance of Title I schools with non-Title I schools. Information was also obtained from teachers about the number of absences during the two previous school years and average absences calculated for the students in each program. Information was also available as to the cost per pupil of the individual programs.

Information about the students identified as potential dropouts was obtained from questionnaires filled out by the Pupil Personnel Services Teams.

Non-statistical information concerning the operation of each program was obtained through interviews with the program administrators and teachers, through observation of the program by the evaluation staff, and from the Associate Superintendent for Planning, Innovation, and Research of the D.C. Public Schools and his staff.

IV. Evaluation of Specific Programs

The primary basis for the evaluations of the programs was the consideration of the changes in the students in them as measured by the Classroom Performance Composite and the School Adjustment Composite. Secondary consideration was given to such things as cost per pupil relative to other similar programs, the level of absences of the students in the programs, the kinds of students served, and the extent to which the objectives of the programs appeared to coincide with the guidelines for Title I programs. Comparisons were made of the gains or losses as reflected in the composite scores with various groups of girls and boys at various grade levels.

Priority ratings were assigned to the programs, both for the regular school year as well as for the summer of 1967, and are shown in the table which follows. Priority 1 programs are those which appear to be the most effective in that they tend to improve the classroom performance and the school adjustment of the students in them. They also appear to reduce absences and to deal with the part of the target school population most likely to drop out of school. In these programs the cost per pupil compares favorably with other programs. The programs listed as Priority 1-B are considered slightly less effective than those in group 1-A. Priority 2 programs appear to have merit, but do not fulfill all of the requirements for effective programs. Priority 3 programs usually have undesirable characteristics.

V. Conclusions

A. It was found to be possible to devise and use a statistical model sensitive enough to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration.

B. Many Title I programs were found to be associated with gains in classroom performance, school adjustment, and decreases in absences on the part of the students in them.

C. The following types of programs were associated with the greatest positive change: pre-kindergarten, enriched primary and secondary summer school, Pupil Personnel Services Teams, reading incentive seminars, special

PRIORITIES* ASSIGNED TO TITLE I PROGRAMS
SUMMER 1967 AND SCHOOL YEAR 1967-68

	SUMMER 1967	Previous Report**
PRIORITY 1-A:		
410	Social Adjustment	1-A
420	Webster Girls' School	1-A
430	STAY Program	1-A
440	Joint Public and Parochial--15-12	2
480	Pupil Personnel Services Teams	1-A
500	Primary Summer School	1-A
560	Special Orientation for 6th Graders	3
PRIORITY 1-B		
450	JHS College Prep--Gonzaga	2
540	Secondary School Enrichment	1-B
550	Morning Physical Fitness	2
570	Summer Camping	1-A
580	Instrumental Music	1-A
600	Vocational Orientation	1-B
PRIORITY 2:		
460	Summer Scholarships	2
530	Georgetown College Orientation	3
PRIORITY 3:		
470	Summer Occupational Orientation	1-B
520	Theater Workshops	2
610	MSD JHS and Teacher Training Institute	1-A

SCHOOL YEAR 1967-68

PRIORITY 1-A:

241 Preschool Children-Parent Orientation
249 Saturday Music Program
261 Webster Girls' School
262 STAY Program
264 Reading Incentive Seminars
281 Urban Service Corps
283 Pupil Personnel Services Teams
285 Widening Horizons, MSD

PRIORITY 1-B:

244 Expansion of Language Arts
324 Special Aides, "Model" Model
325 Teacher Aides & Assistants, MSD
326 Community School, MSD
328 Cardozo Data Processing, MSD
329 English in Every Classroom, MSD

PRIORITY 2:

246 Food Services
247 Breakfast Program
284 Future for Jimmy
286 Reading and Speech-Hearing Clinics
321 Instructional Staff, MSD
322 Staff Development, MSD
323 "Model" Model School Staff

PRIORITY 3:

265 Living Stage
282 Audiovisual Program
327 Cultural Enrichment, MSD

Should be financed from funds for the education of handicapped children:

243 Emotionally Disturbed children

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*Priority 1-A: Highest in improving both classroom performance in school adjustment, reducing absences, treating proper population, and favorable cost per pupil
Priority 1-B: Not quite so outstanding but meet all the requirements of 1-A;
Priority 2: Have merit but do not fulfill all the requirements;
Priority 3: Have undesirable characteristics.

**Dailey, J.T., and Heyman, Jr., C.A. "Evaluation of ESEA Title I Programs for the District of Columbia, Summer 1967", Final report on Contract NS-6837 to the District of Columbia Government. Washington, D.C.: The George Washington University, Education Research Project, March 1968, page 67.

summer classes for social adjustment or orientation, summer camping, and special high schools which directly rehabilitate potential dropouts, like STAY and Webster Girls' School

D. There was little correlation between estimated program effectiveness and cost on a per-pupil basis. There was also a wide diversity between the types of students in the various programs, not only by sex and grade, but also the evaluations of their classroom teachers as to the classroom performance and the school adjustment of the students in them.

E. Three principal factors associated with the Student Evaluation Form emerged from the factor analyses of the data: School Adjustment, Classroom Performance, and Aggressive Leadership.

F. While intercorrelations between the corresponding items on the pre- and post-test evaluations tended to be rather low (below 0.40), the stability of the composites as judged by the consistent recurrence of the items in them was much greater, and are therefore more appropriate for measuring the effects of Title I programs than any single item would be.

G. Five factors emerged from the factor analyses of the Pupil Personnel Services Teams Evaluation Forms for the various groups of children in their caseload: Home Environment, Social Adjustment, Problems and Motivation, Out-of-School Problems, and Aggressive Behavior, not necessarily in that order of strength.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia - Summer 1967

Abstract

Government of the District of Columbia
Contract No. NS-6837

John T. Dailey
Clinton A. Neyman, Jr.

March 1968

Education Research Project
The George Washington University
Washington, D.C.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia - Summer 1967
Contract No. NS-6837

ABSTRACT

PURPOSE

To evaluate the 1967 summer school programs in the District of Columbia funded under Title I of the Elementary and Secondary Education Act of 1965. There were 18 different Title I programs, involving approximately 15,000 students.

PROCEDURE

This evaluation is a continuation of the studies made of the Title I programs in the District of Columbia during the summer of 1966 and the 1966-67 school year, carried out by the Education Research Project of The George Washington University.* There were two main aspects of the evaluation: (1) The statistical aspects included a record of student participation in the various programs, and information about the programs obtained from certain sections of the following data-gathering instruments: Student Evaluation Forms, Administrator Questionnaires, Teacher Questionnaires, and Student Questionnaires. (2) The nonstatistical aspects included discussion of the summer programs with administrative personnel, site visits to the program activities, and information about the programs and their operation from administrators, teachers, and students, obtained from the questionnaires and other sources.

RESULTS

This evaluation should be considered as interim in nature, subject to confirmation as to the actual effectiveness of these programs in changing student performance and attitude when measures of school performance and teacher evaluations are available at the end of the 1967-68 school year.

The following programs were judged to be most effective in contributing to meeting the special educational needs of educationally deprived children in the target area: Priority 1-A (in alphabetical order) -- Instrumental

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*Dailey, J.T., & Neyman, C.A., Jr., "Evaluation of ESEA Title I Programs for the District of Columbia, 1966 and 1967," Final Report to District of Columbia Government Contracts NS-66416 and NS-6870, Washington, D.C.: Education Research Project, George Washington University, December 1967.

Music, Model School Division Junior High School and Teaching Training Institute, Primary Summer School, Pupil Personnel Services Teams, Social Adjustment, STAY, Summer Camping, and Webster Girls School; Priority 1-B -- Secondary School Enrichment, Summer Occupational Orientation, and Vocational Orientation.

RECOMMENDATIONS

It is recommended that every possible effort be made to plan the summer school programs well in advance of the opening of the session, since this is necessary in order to enroll students in appropriate programs, to obtain adequate qualified staff, to obtain the necessary supplies, and to work out the details of program operation.

It is also recommended that there be better coordination of the summer programs -- e.g., the Occupational and Vocational Orientation programs and the Secondary School Enrichment program. Greater effort should be made to involve a larger percentage of Title I target-area students who have been "identified" as potential dropouts. Means should be sought to involve parents and communities to a greater extent. Programs being offered should be publicized more so that the parents and communities are more aware of the activities of the schools.

It is further recommended that those programs which have not demonstrated positive effects should either be dropped or changed in ways that will make them more effective, and new programs should be developed to meet specific needs not met by other programs.

However, final decisions with regard to continuation or modification of low priority summer programs should await analysis of the effects of these programs on classroom performance and attitude as measured by the teachers during the current school year.

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1966 and 1967

Summary Report

Government of the District of Columbia
Contracts NS-66416 and NS-6870

December 1967

John T. Dailey
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Education Research Project
The George Washington University
Washington, D.C,

SUMMARY REPORT

EVALUATION OF ESEA TITLE I PROGRAMS
for the District of Columbia, 1966 and 1967

I. INTRODUCTION

The public schools of the District of Columbia were allocated $5,456,927 in fiscal year 1966 and $5,472,367 in fiscal year 1967 under Title I of Public Law 89-10, Elementary and Secondary Education Act of 1965, for programs to serve educationally deprived youngsters. Approximately 24,000 educationally deprived children were involved in over fifty Title I programs and services during the summer of 1966 and the following regular school year which this report covers.

A system was developed and utilized to evaluate these programs and services. The primary objective of the evaluation was to obtain estimates of changes in student performance and behavior that were uniquely related to each of the various programs. Answers were sought to the following questions:

... Are the children better off because of the expenditure of Title I funds?

... What programs appear to be the most effective in terms of measurable pupil gains?

... What programs or combination of programs and services show promise of obtaining the most student gain per dollar of Title I funds?

II. BASIC CONSIDERATIONS

It was hypothesized that the short-term changes in pupil performance caused by all the Title I programs together were likely to be small, and that changes due to any single program were likely to be just barely detectable, if at all. This means that the only hope of detecting such small short-term changes lies in developing an overall statistical system or model which would include the important out-of-school environment or "resistance factors" which have such powerful effects on student performance and attitudes.

NOTE: This Summary Report is a non-technical summary of the research done under Contracts NS-66416 and NS-6870 with the District of Columbia Government. For further details about the study, see the Technical Report.

Another consideration in evaluation was that since each student was exposed to a number of special innovative practices it was not possible to evaluate any single program by itself in isolation. In considering the effects of any single program, due allowance must be made for all other important school practices, socio-economic factors, and participation in other Title I programs.

III. THE EVALUATION SYSTEM

In order to profit from educational innovation one must have a continuous feedback of estimates of the results. Otherwise most of the value of the innovations will be lost and little will be learned from them that can lead to improved education for the children involved.

Assessing the short-term effects of a single Title I program requires longitudinal follow-up studies with large numbers of cases and quantitative control of the many resistance factors and many school factors involved in the performance of the pupils. For purposes of evaluating the Title I programs such an evaluation system has been developed and utilized. The information on which the system is based has been organized into what might be termed a statistical model of the D.C. public schools. From the statistical model can be predicted the most probable performance of a student in any given new program. If the program has no effect on the student's performance, the student will perform as predicted. If a new program tends to cause favorable changes in performance, then the student in it will do better than predicted.

The statistical model provides a system for continuing evaluation of the various Title I projects as they develop. The system is also comprehensive and versatile enough for use in evaluating other new programs or innovations in the D.C. school system. All that is required is a roster of the students in the new program, or to know which grade groups in specific elementary schools are involved in such an innovation as ungraded organization.

A special feature of the statistical model is a method of estimating expected performance of the pupils in a specific school. These estimates are obtained from analysis of past records of performance levels in schools serving areas with various levels of income and education. At any given point in time, performance in a specific school can be compared with its predicted or expected level of performance and this can be related to its particular pattern of programs and innovations.

IV. INFORMATION COLLECTED

In obtaining the data required for the statistical model, information such as the following was obtained:

A. Lists of students who had participated in the various Title I programs. This involved visiting the program to transcribe the names and other available information about the students.

B. The Student Evaluation Form was distributed to all Title I target schools to be filled out on each student by the classroom teacher. After these forms had been collected from the schools, they were checked, coded, edited, and all essential information punched into IBM cards. This was done twice, once in May and June 1966, and again in May and June 1967.

C. The list of "identified"* students was obtained from the Pupil Personnel Department for all target schools, both public and private.

D. From achievement tests routinely administered in the regular testing program were obtained measures of basic literacy, reading comprehension, and mathematics. In order to study the effects on schools in the target area, expected mean scores for each of them were computed from analysis of scores on standardized tests for comparable schools in previous years. Because of the fact that the tests of the regular testing program during the school year 1966-67 were given early in the school year, it was not possible to use them to determine the effects of ongoing Title I programs.

E. Information obtained from special data-gathering instruments such as questionnaires, interviews, and other standardized tests for specific purposes. One of these standardized tests was the Language Facility Test. This is an individually administered test which obtains a standardized sample of verbal response to visual stimuli. Responses to each stimulus picture are recorded and scored in two different ways. One score, on a ten-point scale, measures the level of verbal development or maturity independent of dialect or cultural influences. The other score measures the number of deviations from standard English. This test was administered to selected groups of students in various programs. Their scores were compared with the norms previously developed on a similar population, or their growth in verbal language facility during the program measured by means of pre- and post-tests.

F. Observations of the project staff members through visits to the programs and interviews with the director and staff members of the various programs.

V. PROCEDURE

A. Preparation of the Master Tape

One of the most difficult operations of the whole project was the work necessary to match up the many different kinds of information from the many sources about thousands of children. Each name on each new document or roster of program participants had to be looked up individually in a "telephone book"-type roster to see whether the pupil was already on file. If he was, the document or roster was marked with the student's identification number so that the data could be added to the data bank. If he was not, a new identification number was assigned and the name added to the "telephone book," so that the data could be processed. It is estimated that a total of approximately 200,000 documents were processed in this manner, and 100,000 on rosters. The data bank contained approximately 80,000 different names with sex, date of birth, school and grade in 1966, and/or school and grade in 1967, plus program participation record and whether the student was identified as a potential dropout. This includes many pupils who moved in and out of the target area schools. To this data bank were added the additional student performance measures used in the evaluation. A great deal of work on the computer was necessary to edit and bring all these data together on a master tape suitable for analysis.

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* "Identified" students are those who have been identified by their teacher and principal as potential dropouts.

B. Analysis of the Student Evaluation Form

There were two sets of evaluations by classroom teachers of students in the target schools. One set was from evaluations done in May and June 1966, and the other set one year later. These items measured different aspects of student behavior and performance. From the first set it was found that three different things were being measured by the form. The first one was "student classroom performance" which can be represented by item 2 of the Student Evaluation Form - "How well does this pupil do in his school work?" The second factor of "alienation from school and society" can be represented by SEF item 12 - "Uncooperative - Cooperative." The third factor of "aggressiveness" can be represented by SEF item 14 - "Shy - Aggressive." This third factor was found to be not related to being identified as a potential dropout. However, items 2 and 12 were highly related to being so identified. The first two factors coincide with two of the most important objectives of Title I programs and of compensatory education in general.

One of the most valuable sources of evaluation of programs came from comparing the averages of teacher ratings on various items of the Student Evaluation Form for students in the various Title I programs and services. Comparisons were made from the master tape for children in general, as well as differences between programs.

C. Achievement Tests

The schools in the target areas were examined to see how their performance on standardized tests compared with their expected performance as derived from the pattern of school means of similar schools. This method was used to evaluate such programs as Ungraded Intermediate, and the sixteen different reading programs. This method is available for use in the evaluation of any future innovation that is concentrated on a grade group in specific elementary schools.

D. Limitations of the Study

The following limitations of the study schould be clearly stated:

1. Measures of some of the important objectives of compensatory education were not available during the period of the study.

2. The time period covered by the programs was too short to demonstrate the full effects of compensatory education.

3. The number of students with complete data -- that is, students for whom both a June 1966 and a June 1967 Student Evaluation Form was available on the master tape -- was quite small for some programs despite the large amount of data collected. However samples of 100 cases or more were available for many of the programs.

VI. RESULTS AND CONCLUSIONS

A. Reading and Achievement

Samples of students who in the spring of 1966 took the Metropolitan Achievement Test in grade 2 or who took the STEP battery while in grade 4 were retested using the same battery one year later. These scores were compared with those made by the same students in the regular administration of the test and the differences studied both by individuals and by school means.

The schools in the sample represented various combinations of programs and characteristics, but none of these seemed consistently related to gains in reading level. The target area schools did not perform better than the predicted levels. Some individual schools performed better than the expected level but the patterns of over-performance did not seem to be related to participation in any of the D.C. regular or special school programs. The over-performance when consistent over several grade levels and school years might well, in considerable part, reflect better teaching and administration. Part of it may be due to other control-type factors not presently accounted for. Occasionally a school's over-performance can be due to indirect selective factors causing it to attract children from the more educationally supportive families within the area it serves. When this happens, of course, it will cause other schools serving that area to perform below expectation.

As the statistical model of the schools becomes more completely structured and as additional longitudinal follow-up data are added to it, it should be useful for studies relating pupil performance to measures of teaching quality and training. The effects of variations in teacher quality and training as well as the effects of methods and practices are almost completely masked by the effects of out-of-school environment. While the statistical model, in effect, holds these out-of-school factors constant, it will begin to be possible to estimate the performance level of each school.

It seems probable that any changes in aptitude and/or achievement test performance caused by Title I programs are likely to be small during any one year, and thus large samples of pupils in any given program will be essential for detecting small gains with any degree of confidence. This can be done with the tests given routinely in the regular school testing program once the program stabilizes into a regular sequence of tests for at least two years in a row. It will also be necessary to facilitate the addition of this test information to the present data bank by some permanent system for student identification.

For evaluations with other tests and measures it will be necessary to do special testing of substantial samples of students in specific programs. However, because of the statistical model, it will be necessary only to test at the end of the program since bench marks have already been established for predicting performance in the absence of program effectiveness.

In the future, programs can be evaluated by the various tests, interviews, and other evaluative devices used in the original bench-mark studies.

B. Evaluations by Teachers

The results of the studies involving the teacher evaluations have been incorporated in the next section giving priorities assigned to the various programs and services.

C. Priorities for Funding Under Title I

The programs under Title I studied in this project follow, divided into priority groups as defined below. Projects are arranged in alphabetical order within groups. Also given are the reasons for assigning this priority. Further details will be found in the Technical Report.

Several factors were considered in making up the priority list of the Title I programs studied in this project. Priorities are given only for those programs about which sufficient information is available for adequate judgment. Priority groups were defined as follows: Priority 1 - Those projects which were found to have made a definite and documentable contribution toward better schooling for students from low-income areas. Each of the projects in this category was found to be associated with improved pupil performance and attitudes, or directly salvaged dropouts. These have been divided into two groups, 1-A and 1-B. Priority 2 - Those projects appearing to have merit as Title I programs but which are not making as significant or measurable a contribution as those in Priority 1. Priority 3 - Low-priority projects.

Priority 1-A

Pre-Kindergarten Programs. These include the Summer Pre-Kindergarten, the Saturday Pre-School Orientation, and the Model School Division Pre-School Program. These programs are important approaches to the problem of preparing children for educational experiences in school when they are not being adequately prepared by their home environment. These programs rightly give great stress to participation by the parents and seem to be relatively successful in stimulating such participation. For a sample of 119 children, the Summer 1966 Pre-Kindergarten program was found to be associated with increased language facility. All of the various Title I pre-kindergarten programs were found to be associated with better readiness and performance in both kindergarten and grade 1.

Primary Summer School. If a child learns to read in the second or third grade and makes normal age-for-grade progress thereafter, he is very likely to continue in school until he is 16 years old, and will probably graduate from high school. The extra "push" provided by Primary Summer School should make a substantial difference to the early school adjustment of many students and be a potent weapon against dropout. In the follow-up study, it was found that the sample of 1640 students who participated in this summer program showed evidence of better attitudes, performance, and motivation in the classroom. This program appears to give critical help to disadvantaged children at a very important period in their development and should be continued with high priority

Pupil Personnel Service Teams. These teams are fundamental to the dropout prevention problem and support it in several ways. First, these teams deal directly with the problems of the identified students, particularly as they involve the home environment. The teams solve many student problems by direct action. They also act to foster parental involvement in the education process. Second, the teams supply much unique information about the student and his home that is badly needed by teachers, counselors, principals, and other school personnel. Third, they provide original unique information essential to the school administration for planning, administering, evaluating, and improving educational services and programs.

The students served by the teams were found to show gains in school performance when re-evaluated by their teachers at the end of the school year. The 1986 students evaluated by their teachers in 1966 and 1967 and who were served by the teams exceeded predicted performance in emotional maturity, attitude toward school, liking to read, and cooperativeness.

This approach seems central to the entire Title I program and should be given top priority. Ways should be sought to extend the services supplied by the teams and to integrate them more closely with the other Title I programs

Reading Incentive Seminars. Teacher evaluations at the end of the school year indicated that this program led to better student performance and attitudes. The students in this program improved in classroom performance, emotional stability, attitude toward school, liking for reading, and cooperativeness. This evidence is based upon 267 cases with complete data ("with complete data" means that they were evaluated by teachers in both 1966 and 1967), and is statistically conclusive. It was also found that the students in this program were doing better than average to begin with, and showed good improvement during the year. It should be continued with high priority since the dropouts prevented by it will include many of the high aptitude students who are able to do their school work but fail to be motivated by it.

Social Adjustment. This summer program represents a fundamental attack on a very important problem in the dropout area. The 61 students with complete data were found to show important improvement in classroom performance, emotional stability, attitude toward school, and cooperativeness. They exceeded predicted performance in liking to read, where the total sample showed a decrease. It represents the first really structured program in this area and should be given high priority for continuation and expansion.

Specialized Camping Programs. This includes the Summer Music Camp (10 cases), the YMCA Camp (65 cases), and the Saturday Music Program (10 cases). These were two specialized camping programs in the summer of 1966 and a follow-up program for one of them during the regular school year. The children in all three programs showed evidence of better classroom performance when evaluated by their teachers at the end of the school year. The Music Camp and Saturday Music Programs were also associated with improvement in attitude toward school and liking to read. Camp in and of itself is certainly no panacea, but specialized camps with close tie-in to academic programs and objectives seem to be an effective way of obtaining increases in student school performance. It is recommended that long-range plans for a permanent camping program be initiated.

STAY (School to Aid Youth). This program probably salvages dropouts at a lower cost per dropout than almost any other program since there is not a great deal of turnover within the program. In many other programs, a great deal of money can be spent on a number of students who will either not drop out in any event or would drop out despite the money spent on them. This is not true of the STAY program. A sample of 54 students in the winter STAY program had been evaluated by their teachers in 1966 and by the STAY staff in May 1967. The re-evaluations were made by STAY staff and therefore are not completely comparable with the other programs. However, it was found that there were improvements in school performance, emotional maturity, attitude toward school, liking to read, and cooperativeness.

The original expectation for the STAY program was that it would feed students back into their regular high schools. This did not happen in most cases since the students strongly preferred the STAY program to the regular high school. Apparently this program represents a new type of secondary program suited to the needs of many students who reject the regular high school programs. It is recommended that the STAY program be expanded and eventually become part of the regular secondary program in several key areas of the city. Ways should be explored to use it as a base for a new work-study and continuing education program to meet the needs of those students now rejecting full-time day study.

Webster School for Girls. This program deals with the factor that is one of the most important causes of dropout among girls. It directly salvages potential dropouts at a reasonable cost. It is doing a good job of meeting the educational needs of our girls at a critical time in their lives, and it is also a good example of how the school system goes to great lengths to meet the special problems of its students. It should be continued with emphasis on learning how to meet this problem with a simplified and less expensive program for all girls who need it, at a cost that could be absorbed into the regular school budget. It should also be examined to see what materials and methods have been developed that would be useful for all high school students to have in preparation for eventual family responsibilities and to foster the fullest development of their children.

Priority 1-B

Expansion of Language Arts. The Language Arts Program is designed to develop the oral and written language facility of culturally disadvantaged children. One of its main purposes is to teach standard English to those children who, in effect, speak an urban dialect. Earlier studies have indicated that this program seems to be effective in doing this. Samples of students who had been in the Language Arts Program in 1965 were found to have improved in language facility (123 cases) and in speaking standard English (44 cases) in this study.

Future For Jimmy. This summer and regular school year program is a tutorial- and counseling-type program in considerable depth where representatives of the intellectual community of Washington tutor and counsel individual students who need help. It is jointly administered by the D.C. schools and the Urban League, and because of the Urban League participation, helps involve a very important stratum of the Washington community in working directly with the problems of these school children. This should do much to help these tutors understand better the D.C. school system and the problems that it and its students are working on together. A sample of 183 cases showed improvement in classroom performance. The program should be continued if budget permits.

Age 13.7 Summer Reading Program. This program attacks a very fundamental cause of dropouts for the group of students most likely to drop out, since they are having difficulty with school achievement and are seriously behind in their age-grade placement. A follow-up study indicated that one year after participating in this summer program, 199 students who had been in it showed evidence of better performance in the classroom. It was a relatively inexpensive program and should be expanded to meet the needs of all youngsters in this category.

Ungraded (or Nongraded) Intermediate Sequence. This program is exploring a new approach to meeting the individual needs of disadvantaged students at the intermediate level. It is an ungraded sequence offering help in understanding the problems of the culturally disadvantaged child and organizing the instructional program to meet his particular needs. A group of 102 students in this program improved in emotional maturity and attitude toward school, and also exceeded predicted classroom performance. This program is an important new approach, and needs full trial and careful evaluation.

Urban Service Corps. Title I funds were used by the Urban Service Corps to provide transportation for field trips and also to provide clothing, glasses, and hearing aids to children needing them. These expenditures do not lead directly to improved school performance or attitudes, but they do represent important services needed by children in low-income areas. Such programs need to be continued.

Priority 2

Breakfast and Physical Fitness Programs. This summer and regular school year program appeared to be working out well and showed promise of being effective in improving student motivation and attitudes, although the statistical study failed to confirm this. If it were to be continued, the basic concept should be examined closely to see exactly how it is operating as a reinforcement activity in relation to the regular school program.

College Orientation. This is an important and apparently effective program but is not directly aimed at the prevention of dropouts. A high proportion of these youngsters probably would not drop out since they were doing well in classroom performance before entering the program.

English in Every Classroom. This is a program designed to involve students and teachers in regular systematic writing of compositions and also to encourage and improve reading through the use of paperback books, magazines, and newspapers. It operates on the premise that English must be taught by each teacher in every classroom, not by the English teacher alone. It served a unique function over and above the other communication skills programs in its concentration on the systematic writing of compositions, and should help to meet a real need in the development of these students.

Enrichment Summer School - Secondary. This program contributes directly to dropout prevention to the extent that it enables students to study those subjects in which they have a special interest. Student comments in themes and interviews indicated that they like the summer courses much more than the same work during the regular school year, and had an increased interest in school work. Students from this program were found to have better school performance and attitudes in the classroom one year later. It is given lower priority than the Primary Summer School because it occurs at an older age when many students have already left school,aand leaves fewer years for student improvement to affect school work and progress.

Extended Day - Double Barrel Program. This program involved college students who worked with the younger children on a buddy basis. There were five children assigned to each college student. The college students aided in tutoring, cultural enrichment, and personal adjustment, with special emphasis on establishing rapport between the child and the college student. Also involved in this program were counselors and librarians, and services for an after-school library program were provided. However, the program was not implemented as originally intended. The 51 students in the program for whom complete data are available were found to improve in cooperativeness and emotional maturity but did not do better than expected in classroom performance. If continued, the program should be restructured and kept on a completely evaluated experimental basis.

Gonzaga College Prep. This important and apparently effective program is not aimed directly at the prevention of dropouts. The program has some importance in that it is one in which nonpublic school students participate.

Reading and Speech Clinics. Title I funds were used to add technicians to the staffs of the Reading Clinic and the Speech and Hearing Clinics. However, there was some delay in obtaining these technicians because of the shortage of supply of these specialized persons. These clinics provide remedial service to many students and this important service is an invaluable support to regular classroom teachers. The usual procedure in these clinics was to give priority to the identified students.

Reading Programs. A great deal of work has been done in recent years on new approaches to the teaching of reading. All of these have some advantages; none of them has accomplished any miracles. Sixteen of the more popular new approaches were tried in the D.C. schools, and none of them has done any miracles, either. However, they represent new popular approaches that should be tried out to see their strengths and weaknesses for various teachers and various combinations of students in the D.C. schools.

Most of the samples for the 12 methods for which data were available were too small to warrant final judgment on the merits of each individual program, but several of the reading approaches were associated with improvement in student classroom performance. These included the MacMillan Reading Spectrum (23 cases), Ginn Language Development (22 cases), and Words in Color (47 cases). The MacMillan group also improved in attitude toward school, liking to read, and cooperativeness. The Ginn Language Development group also improved in attitude toward school and cooperativeness. Words in Color was also associated with improved liking to read. While the students in the above reading method groups showed improvement, the group of 12 methods as a whole was not associated with better school performance or better reading test scores when comparisons were made with students in similar schools with no experimental reading programs.

The problem is not to select one best program which, of course, may be only slightly better than the others. The problem is to enable the District of Columbia teachers to have the latest know-how, materials, and methods available for different approaches to reading, and it is believed that this will do much to increase the motivation of both the reading teacher and the reading student.

Summer Institute for Elementary Teachers and a Demonstration Summer School. This Model School Division project was a very important attempt to learn the best ways of in-service training of teachers for culturally disadvantaged children. If it is to be continued, emphasis should be placed upon learning how to plan an eventual in-service teacher training program for school-system-wide introduction at a cost the system can afford.

Priority 3

Cultural Enrichment. Cultural Enrichment has been rather disappointing as an approach to stimulating young people for motivation in school. However, the present Cultural Enrichment program is relatively inexpensive and it is better tied in with the real cultural heritage of the groups than many others have been. There may be ways to utilize this concept and to coordinate with specific educational programs more closely. It is a difficult program to evaluate, but it appears at present not to be of high priority as it is now developed.

Harrison School-Community Project. This is an attempt to obtain maximum involvement of parents, church, and school personnel in support of a summer school program in a poverty-stricken neighborhood. The total project served to gain experience in this area. However, the specific activities under the program need to be examined carefully as they probably vary greatly in their effectiveness. The emphasis should be on learning enough about this problem complex to be able later on to plan a suitable project in this area to be tried out with additional groups.

"Team-Up" Training and Enrichment. This program did not seem to get off the ground very well. It does represent an attempt to achieve a number of objectives related to upgrading of culturally disadvantaged youth. Its objectives possibly were too diverse and perhaps should be more limited if the program is continued.

D. Projects to be Financed from Funds for the Education of Handicapped Children

Hearing Impaired Children (Kendall). This seems to be a very effective and well-run program for helping those children with hearing impairment.

School for Emotionally Disturbed Children (Episcopal Center). This is the first year of a three-year therapeutic school program for emotionally disturbed children who are also culturally and economically disadvantaged. It is administered cooperatively by the District of Columbia Public Schools and the Episcopal Center for Children, and includes family involvement. The 35 children in this program are those whose problem is so deep-seated that they have been unable to adjust to a normal classroom situation. The purpose of the program is to work with the children until they can be reintroduced into normal classrooms, but at the end of the first year the program had not been very successful in this. This is a very good example of how far a school system will go in meeting the full needs of those students with the greatest problems.

Severely Mentally Retarded Children. This seems to be an important well-run program that should be continued if appropriate funds are available.

Sharpe Health School Summer Institute. This seemed to be a fine program for children with a variety of handicaps, and should be continued if appropriate funds are available.

E. Projects More Appropriate for Funding under the Regular School Budget

Teacher-Aides. There was a great deal of variation in the way teacher-aides were used, and additional study is needed to determine the best pattern of utilization for these sub-professional persons. Data were not available to relate the use of aides to specific programs; therefore, the evaluation had to be limited to one of all aides combined.

Studies of the teacher-aide programs indicated that the aides were performing very valuable functions as part of the instructional team and are, in general, relieving the teacher of those tasks that do not require professional skills. There was no evidence that students in classrooms with teacher-aides performed better in class than those who did not. But the same thing has been found for students in smaller classes as compared to larger classes. Apparently the use of teacher-aides is not likely to lead to short-term gains in classroom performance, but neither would the use of the same funds to hire a small proportion of additional teachers.

The real question with regard to the Teacher-aides program is the relative ratio of teacher-aides to teachers to accomplish most effectively and efficientl the instruction in the classroom. In estimating the optimal ratio of teachers to teacher-aides or of professionals to sub-professionals, the concensus of the administrators involved in the program as well as the project staff is that the present ratio of 1 to 20 is far below an optimal ratio. Most teachers and virtually all principals would like to have as many teacher-aides as possible and would like to have a full-time aide in every classroom. However, their concensus is that the optimal ratio of teacher-aides might be on the order of 1 to 5 or 1 to 8, instead of the ideal 1 to 1, or the present 1 to 20.

Increases beyond the 1 to 20 ratio should await intensive study of the various tasks to be done by the instructional team and studies of optimal patterns of personnel to be used in carrying out these tasks at greatest efficiency from the budget point of view. It seems highly likely that such study would eventually indicate that the ratio of sub-professionals to professionals might be on the order of 1 to 5 if there is a substantial increase in the per-pupil expenditure rate of the school system. Therefore, it is strongly recommended that the Title I Teacher-Aides program be continued. It has given the school system an invaluable chance to obtain experience with new staffing patterns in the classroom, and seems to have been a significant factor in improving working conditions for teachers.

F. Cost-Benefit Considerations

Since cost-per-pupil figures are available, it is possible to examine the various Title I programs from the point of view of cost effectiveness. This examination must, of course, be highly tentative at this early date in the process of longitudinal study, but it will become increasingly important as pupil performance data become available for larger groups and over longer periods of time.

Even at this early stage, two indications emerge quite clearly. One is that any program making any substantial improvement in pupil performance will probably be worth any price within reason, since so many of the school characteristics or programs, which compete for the school dollar, make so little apparent difference. The other indication is that the programs showing most initial promise vary widely in cost, and there seems to be little correlation between program cost and program effectiveness.

The four most effective winter programs averaged about $235 per pupil, and the five most effective summer programs averaged about $200 per pupil. Considering the need for multiple programs, one might deduce that $400 or $500 per pupil above present outlays of approximately $800 per pupil could keep him in an effective set of programs for the entire year, and could result, over a period of years, in a substantial improvement in his scholastic performance.

G. General Conclusions

The following conclusions seem warranted from this study:

1. It was found to be possible to devise a statistical model with the sensitivity required to detect small changes in evaluated pupil performance associated with individual Title I programs of less than a year's duration. Longitudinal follow-up data appear to be essential for this purpose.

2. This study has established the basis for a continuing system for evaluating the long-range effects of individual Title I programs on a number of important aspects of pupil performance and behavior.

3. The statistical model is suitable for use in evaluating many other future innovations and changes in documentable programs, methods, and procedures in the D.C. schools.

VII. RECOMMENDATIONS FOR FUTURE ACTION

A. The Student Evaluation Form should be continued in use for annual evaluations of each pupil in each target area school. This would provide data for a continuous evaluation process based on longitudinal data. The evaluation system should be extended to cover all pupils in all schools as soon as possible.

B. A permanent record on tape should be maintained of all the major educational experiences of each pupil. A continuous cycle of studies should relate each such experience (being bused to a different school, participation in a special program or innovation, etc.) to the various measures of evaluations of the pupil's performance and attitudes.

C. The results of the evaluation studies should provide a continuous feedback of information on which to base revision of existing programs and for planning new programs.

D. If the evaluation system were extended to the whole school system it would permit evaluation of many basic features of schools, such as class size, overcrowding, use of teacher-aides, team teaching, curriculum innovations, and homogeneity of student bodies.

E. On the basis of the findings of the study it is recommended that the plans for program implementation in the future concentrate more on the most disadvantaged students.

TITLE I PROGRAMS AND SERVICES

Summer 1966

Pre-kindergarten	Head Start program for pre-school children of culturall deprived families
Primary Summer	To strengthen reading skills of young children reading below grade level
Music Camp (Resident)	To give individual music instruction in camp setting
Resident Camp (YMCA)	To provide educational camping experience for inner-city children
Age 13.7 Reading Program	Remedial reading for Grade 6 students over 13½ years
Hearing Impaired (Kendall)	Summer program for deaf and nearly deaf children
MSD Institute and Demonstration School	To instruct teachers of MSD in innovative teaching methods
Harrison School-Community	Coordinated public & parochial schools summer program for children & parents in poverty area
Severely Mentally Retarded	Summer program to prevent loss of skills of SMR
Physical Fitness	Breakfast and physical education program
Team-Up	Coordinated public and parochial school program of training and enrichment
Teacher-Aide Training (Howard University)	Special training program for teacher-aides
Sharpe Health	Summer workshop for teachers of handicapped children
Pupil Personnel Services	To provide services of specially trained personnel to help identified children
STAY (School to Aid Youth)	Afternoon and evening classes to encourage dropouts to finish high school
Enrichment Summer School	Non-credit enrichment courses for secondary school students
Extended School Day	Non-credit courses in afternoon and evening classes
Webster School for Girls	High School for pregnant school-age girls
Social Adjustment	For children who have been removed from normal classroo because of discipline problems
Gonzaga College Prep	Designed to improve motivation and achievement of junio high boys showing college potential but underachievi
Future for Jimmy	Tutorial and counseling program for students with difficult home experiences

School Year 1966-1967

Saturday Pre- School Orientation	To help pre-school child and parent adjust to school situation
Emotionally Disturbed (Episcopal Center)	A therapeutic school program for emotionally disturbed children

Expansion of Language Arts	To teach standard English to children who speak an urban dialect
Breakfast & Phys. Fitness	To provide physical education program and breakfast
Reading Clinic	Diagnostic and remedial reading instruction
Saturday Music Program	Continuation of musical instruction offered in summer music camp
Urban Service Corps	To furnish clothing, glasses, and hearing aids, and funds for transportation
Speech Clinic	Diagnostic and remedial speech therapy
Hearing Clinic	Diagnostic and remedial hearing therapy
Teacher-Aides	Classroom aides for teachers to assist in non-professional duties
Reading Incentive Seminars	To provide paperback books and discussion sessions
MSD Teacher Aides (TAP)	Classroom aides to assist teachers in non-professional tasks
Pre-School Program	Instructional and day-care program
Extended Day - Double Barrel	Use of college students as counselors to help students adjust to personal problems
Raymond Kindergarten	Experimental program of superior day-care and pre-school experiences
Nongraded Intermediate Sequence	Children placed in achievement level, not grade level
MSD Reading Programs	Sixteen experimental approaches to teaching reading and language
MSD Cultural Enrichment	To expose children to various art forms and artists
MSD English in Every Classroom	To integrate English with other school subjects

Total Learning Center